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LJMJ BIBLIOGRAPHY: COMPUTERS AND COMPOSITION*

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Anandam, Eisel, and Kotlar. 1980. **Effectiveness of a computer-based feedback system for writing.** Journal of Computer-Based Instruction 6 (May).

Describes recordkeeping system and system for delivering instructor's comments to students.

Appleby, B. 1983. **Computers and composition: An overview.** Focus 9 (Spring).

Overview of the field, including warnings on social, economic, and sexist implications of computer use.

Arms, V. 1982. **The computer kids and composition.** ERIC Document no. 217 489.

Discusses use of CAI in technical writing course. Program has dictionary, format facilities, and memory for later revision.

Barth, R. 1979. **ERIC/RCS report: An annotated bibliography of readings for the computer novice and the English teacher.** English Journal 68 (Jan.).

Designed for teachers and students, novices and advanced students. Covers philosophical issues, computer literacy, grading, software, research, and other topics.

Bean, J. 1983. **Computerized word-processing as an aid to revision.** College Composition and Communication 34 (May).

Short article on how computer-assisted instruction can change revision process.

Bell, K. 1980. **The computer and the English classroom.** English Journal 69 (Dec.).

Provides names of teachers to contact at schools involved. Compares Radio Shack TRS-80 Model I and the Apple II.

*Adapted from **The Computer in Composition Instruction: A Writer's Tool** (1984). Reprinted with permission from the National Council of Teachers of English, Urbana, Illinois.

- Bishop, Bishop, and Gardner. 1973. **Adapting computer-assisted instruction to the non-programmer.** ERIC Document no. 081 231.

Program which scans journalistic essays for key words and emphasis.

- Blundell, G. 1983. **Personal computers in the eighties.** Byte 8.

Discusses why computer market will continue to expand in the 80s through use of personal computers in home, business, and educational environments.

- Borque, J. 1983. **Understanding and evaluating: The humanist as a computer specialist.** College English 45 (Jan.).

Argues for greater recognition of English professors who write software and establishes criteria for evaluating programs.

- Bradley, V. 1982. **Improving students' writing with microcomputers.** Language Arts 59 (October).

Aimed at elementary school teachers. Compares three word processing approaches in two studies (storytelling and sentence combining).

- Bridwell, Nancarrow, and Ross. 1984. **The writing process and the writing machine: Current research on word processors relevant to the teaching of composition.** In *New directions in composition research*, ed. Beach and Bridwell. New York: Guilford Press. Covers current programs and research in college composition and implications for the future.

- Burns, H. 1979. **Stimulating rhetorical revision in English composition through computer-assisted instruction.** ERIC Document no. 188 245.

Describes an experiment with freshman composition classes. Positive findings in terms of number, sophistication, and refinement of ideas.

- _____. 1980. **A writer's tool: Computing as a mode of inventing.** ERIC Document no. 193 693.

Provides a sample computer-student interaction on Theodore Dreiser. Interesting for literary-type skeptics.

- Caldwell, R. 1980. **Guidelines for developing basic skill instructional materials for use with microcomputer technology.** Educational Technology 20 (Oct.).

Designed for software writers. Offers advice for writing effective programs that allow user control and employ graphics, color, reinforcement, etc.

Computers and Composition

Cherry, L. 1982. **Writing tools.** IEEE Transactions on Communications 30 (Jan.).

Describes a series of programs designed to improve writing by analyzing readability, sentence length, editing, spelling, punctuation, etc. Aimed at business uses.

Collier, R. 1982. **The effect of computer-based text editors on the revision strategies of inexperienced writers.** ERIC Document no. 211 998.

Discusses experiment and reports positive findings (increase in number and complexity of revision operations) and negative ones (no overall quality change). Notes problems to be solved.

_____. 1983. **The word processor and revision strategies.** College Composition and Communication 34 (May).

Reports on the effects of word processing on the revision strategies of four writers; changes tended to involve lower-level features with few major changes in the texts.

Connell and Humes. 1981. **Using microcomputers for composition instruction.** ERIC Document no. 203 872.

Courter, G. 1981. **Word machines for word people.** Publisher's Weekly, Feb. 13.

An author's account of how a word processor made her task easier and the final product better.

Daiute, C. 1983. **The computer as stylus and audience.** College Composition and Communication 34 (May).

Discusses composition theory in the light of computer feedback. Emphasizes physical and psychological constraints and processes.

Epes, Kirkpatrick, and Southwell. 1979. **The COMP-LAB approach: An experimental basic writing course.** Journal of Basic Writing 2.

A detailed description of a basic writing course using CAI. Includes both the classroom and the laboratory components. Emphasis on editing.

Estes, T. 1983. **A commentary on Reading and understanding: Teaching from the perspective of artificial intelligence.** The Reading Teacher 36.

Reviews this Roger Schank book, pointing out the inadequacies of the writer's model of the computer as compared with the human mind. Cites implications for teaching children to read.

Fisher, G. 1983. **Word processing -- Will it make kids love to write?** Instructor, Feb.

An enthusiastic article in favor of word processors in schools. Briefly explains the process, the advantages, and some stumbling blocks.

Gould, J. 1981. **Composing letters with computer-based text editors.** Human Factors 23 (5).

Reports how mature writers took longer in their writing when using text editors. Discusses "fun factor" of using computers.

Halpern, J. 1982. **Effects of dictation/word processing systems on teaching writing.** ERIC Document no. 215 357.

Lists the challenges to teachers resulting from technological changes. Suggests how these challenges can be met in the classroom.

Hennings, D. 1981. **Using computer technology to teach English composition.** The Education Digest, April.

Briefly points out some advantages and misconceptions in using CAI for elementary school composition.

Hiller, Marcotte, and Martin. 1975. **Opinionation, vagueness, and specificity-distinction: Essay traits measured by computer.** American Educational Research Journal 6.

Early study done on computer grading of compositions by searching for key words that indicate vagueness, opinionation, etc. Discusses the problems raised.

Horodowich, P. 1981. **Developing stylistic awareness on the computer: A tagmemic approach.** ERIC Document no. 198 530.

Describes program that helps students recognize clause structures.

Jaycox, K. 1979. **Ware, oh ware, might the English class go?** Illinois English Bulletin 66 (Winter).

Discusses why humanists need to get involved in use of computers in teaching and the uses of computers in literature instruction.

_____. 1979. **Computer applications in the teaching of English.** ERIC Document no. 183 196.

Aimed at present and future English teachers. Discusses methodology in language, literature, and composition and how CAI can augment it.

Computers and Composition

Kiefer and Smith. 1983. **Textual analysis with computers: Tests of Bell Laboratories' computer software.** Research in the Teaching of English 17 (Oct.).

Urges the use of Writer's Workbench for freshman composition students. Reports research on teaching editing skills and on affective changes.

Klieman and Humphrey. 1982. **Word processing in the classroom.** Compute 22 (March).

Kreiter and Kurylo. 1983. **Computers and composition.** The Writing Instructor 2 (Summer).

Lahey, G. 1979. **The effect of instructional presentation sequence on student performance in computer-based instruction.** ERIC Document no. 175 453.

A study to determine whether sequence (e.g., rule-examples-practice vs. examples-rule-practice) results in differences in performance. No significant differences found. Concludes that learner control may have advantages.

Lawler, R. 1982. **One child's learning: Introducing writing with a computer.** ERIC Document no. 208 415.

A case study of one child's introduction to computer composition.

Leibowicz, J. 1982. **CAI In English.** English Education 14 (Dec.).

Provides a good overview of the state of CAI, including drill and practice, tutorial, dialogue, and text analysis and editing systems.

Macdonald, Frase, Gingrich, and Keenan. 1982. **The Writer's Workbench: Computer aids for text analysis.** IEEE Transactions on Communications 30 (Jan.).

Describes a system incorporating programs discussed in Cherry's "Writing Tools" (see above). Programs will proofread, comment on style, provide reference information.

Magarell, J. 1983. **How faculty members use microcomputers.** The Chronicle of Higher Education, March 30.

A short breakdown of different uses faculty members have for their computers.

Marcus, S. 1982. **Compupoem: A computer-assisted writing activity.** English Journal (Feb.): 96-99.

Composing a poem as a computer game, with conclusions about the advantages and limitations of the technique.

Marcus and Blau. 1983. **Not seeing is relieving: Invisible writing with computers.** Educational Technology 11 (April).

Mullins, C. 1982. **Why a word processor?** The Writer 95 (8).

Compares dedicated word processors and personal computers. Personal paean to the wonders of the machines for writers.

Nold, E. 1975. **Fear and trembling: The humanist approaches the computer.** College Composition and Communication 26 (Oct.). Attempts to debunk humanist fears about CAI by providing examples of creative, stimulating programs. Urges English teachers to get involved.

Page, E. 1968. **The use of the computer in analyzing student essays.** International Review of Education 14.

Classic early study in the field. Raises philosophical questions and practical considerations in an enthusiastic endorsement of this alternative method of grading.

Paul and Payne. 1983. **Computer-assisted instruction: Teaching and learning from basic writers.** The Writing Instructor 2 (Summer).

Robertson, McCracken, and Newell. 1981. **The ZOG approach to man-machine communication.** International Journal of Man-Machine Studies 14.

A discussion of ZOG, a system designed for communication between people and computers. Aimed at the computer specialist.

Rubin, A. 1982. **The computer confronts language arts: Cans and shoulds for education.** In Classroom computers and cognitive science, ed. Wilkinson. New York: Academic Press.

Argues that programs should move towards a more sophisticated view of language.

Schwartz, H. 1982. **A computer program for invention and feedback.** ERIC Document no. 214 177.

Describes SEEN, a program to assist character analysis in literature. Concludes that the invention aspect is highly beneficial, the feedback still clumsy.

_____. 1982. **Monsters and mentors: Computer applications for humanistic education.** College English 44 (Feb.).

Discusses different types of programs (text feedback, drill and practice, simulations, tutorials). Provides sources for obtaining software and criteria for choosing.

Computers and Composition

Schwartz, M. 1982. **Computers and the teaching of writing.** Educational Technology 22 (Nov.).

Asserts the advantages of CAI in the writing process -- notably how the greater ease of recopying aids the revision process.

Selfe and Wahlstrom. 1983. **The benevolent beast: Computer-assisted instruction for teaching writing.** The Writing Instructor 2 (Summer).

Discusses Wordsworth II, a program designed for various assignments including narration, persuasion, etc.

Southwell, M. 1983. **Computer-assisted instruction in composition at York College/CUNY: Composition for basic writing students.** The Writing Instructor 2 (Summer).

Discusses the use of computers for grammar drill and practice in remedial writing programs.

Wall and Taylor. 1982. **Using interactive computer programs in teaching higher conceptual skills: An approach to instruction in writing.** Educational Technology 22 (Feb.).

Describes a CAI model for teaching narrative writing and a study involving mathematics instruction of handicapped children.

Wilson, K. 1981. **English teachers: Key to computer literacy.** English Journal 70 (Sept.).

Encourages English teachers as those most adept at communications skills, to become computer literate.

Wolter and Lamberg. 1977. **Research on the effect of feedback on writing: Review and implications.** ERIC Document no. 140 355.

Categorizes feedback as abstract or specific; positive, negative, or corrective; and task related or unrelated. Suggests that selective task-related feedback from peers may be the most effective.

Wresch, W. 1982. **Computers in English class: Finally beyond grammar and drills.** College English 44 (Sept.).

Discusses tutorial and dialogue software, pointing out the advances made since the linear drill programs like PLATO.

_____. 1982. **Prewriting, writing, and editing by computer.** ERIC Document no. 213 045.

Describes four programs: one for prewriting, one showing how prewriting information can be structured in an essay, and two for editing.