

Annotated Bibliography

California. California State University. Committee on Educational Policy. Report of the Subcommittee on Remedial Education, July 18-19. Long Beach: 1995. This committee report will be used to show the pending changes to university policy regarding underprepared students. It contains information indicating that the English Placement Test, which contains an impromptu written essay requirement, will change from an assessment and placement tool to one that will not only assess and place students at the university level, but identify and subsequently allow exclusion to those students who are found to lack college-level English skills.

California. California State University, San Bernardino Bulletin. Vol. 25 No. 1. June. San Bernardino: 1996. The Bulletin will be used to document information about the English Placement Test currently in use at the university. It contains the information on who must take the English Placement Test for admission to the university, when it must be taken, and what the results mean in terms of placement in English classes at the university.

Cope, Bill and Mary Kalantzis. The Powers of Literacy: A Genre Approach to Teaching Writing. Pittsburgh: University of Pittsburgh Press, 1993. This book contains a wealth of information and research on the genre approach to teaching writing. I plan to incorporate this information into my discussion of timed impromptu essays as a specific, teachable genre.

Crowley, Sharon. "A Personal Essay on Freshman English." Pre/Text. 12:3-4 (1991): 155-176. This essay will be used to document the argument for abolishing the freshman writing requirement and the assessment instruments used to place students in these classes. Crowley's essay provides a provocative look at the problems in frustration and wasted time she sees in freshman composition courses, both in their implementation and in the assessment techniques used to place students in them.

_____. "Composition's Ethis of Service, the Universal Requirement, and the Discourse of Student Need." Journal of Advanced Composition. 15:2 (1995): 227-39. This essay will be cited and discussed to show Crowley's arguments against, and deep-seated concerns about, the required freshman composition course. Crowley maintains the subject is not allowed to be argued against, that the university is actually the beneficiary of such courses, students have virtually no say about these courses, and that composition teachers are marginalized at the bottom of the academic hierarchy.

Elbow, Peter. What is English?. New York: MLA, 1990. This book is cited and the citation is discussed as Elbow's viewpoint on the singular nature of timed impromptu essay exams and their detriment to the learning environment. It contains Elbow's argument for less, not more, timed impromptu essay writing as an assessment instrument.

_____. "Foreword." Portfolios: Process and Product. Ed. P. Belanoff and M. Dickson. NH: Boynton/Cook/Heinemann, 1991. This foreword is cited and discussed to detail Elbow's argument against the timed impromptu essay exam. Elbow believes this type of exam is an artificial construct which eliminates the writing process and thus gives a distorted and inaccurate view of the student's writing.

Famighetti, Robert, ed. The World Almanac & Book of Facts. New Jersey: Funk & Wagnalls, 1995. This reference book is cited to demonstrate the expectations of college students about benefits they will receive from a college education in the form of increased salary. It contains a table which graphically illustrates the concepts of education and correlating salaries.

Greenberg, Karen L. "Research on Basic Writers: Theoretical and Methodological Issues." A Sourcebook for Basic Writing Teachers. Ed. Theresa Enos. New York: Random House, 1987. This essay is cited and discussed in support of Elbow's and Crowley's viewpoints on the detriments of writing assessment. It contains information about test anxiety and its effects upon student writing.

Newman, Taft. <tnewman@wiley.csusb.edu> "REPLY:Definition of At-Risk Students." E-Mail. 8 Nov. 1996. Personal email. (8 Nov. 1996). The information contained in this electronic mail message will form the basis for my definition of at-risk students. It contains the criteria under which our Equal Opportunity Program office evaluates students for risk factors and admission under special circumstances.

Rose, Mike. Lives on the Boundary: The Struggles and Achievements of America's Underprepared. New York: Macmillan, Inc.-The Free Press, 1989. This book will be cited and discussed to point out the perils of misplacement in inappropriate courses for students. It contains the personal account of Mike Rose, former director of writing at UCLA, and details his experiences with misplacement in lower-level classes during his high school years.

_____. "The Language of Exclusion: Writing Instruction at the University." College English. 47.4/April (1985): 341-359. This essay will be used to show how our thinking about underprepared students is colored by the vocabulary commonly used to discuss these students and their situation. Rose wants to make us aware of the nature of our speech, and to bring about change in the way we view these students by changing our way of speaking about them.

Roueche, John E. and Suanne D. Roueche. Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College. Washington, D.C.: Community College Press, 1993. This book will be used to document additional information on the specific problems faced by at-risk students intent on furthering their education. Although the focus is on at-risk students and their experiences at the community college, it does contain relevant information on the factors contributing to at-risk status.

Shaughnessy, Mina P. Errors & Expectations. New York: Oxford University Press, 1977. This seminal work on Shaughnessy's work with basic writers contains much information about how such students write essays. I plan to incorporate her observations into my discussions about the essay portion of the EPT and its effects upon at-risk students.

White, Edward M., William D. Lutz, and Sandra Kamusikiri. Assessment of Writing: Politics, Policies, Practices. New York: MLA, 1997. This book is cited and discussed in regards to almost all aspects of writing placement assessment. It is especially used to show the influence that "testing firms and governing bodies" have on writing assessment issues. It also points out the often conflicting wants and needs that students have regarding the writing assessment process.

White, Edward M. "Power and Agenda Setting in Writing Assessment." Assessment of Writing. New York: MLA, 1997. This essay is cited and discussed to show the influence that "testing firms and governing bodies" have on writing assessment issues. It also points out the often conflicting wants and needs that students have regarding the writing assessment process.

_____. "An Apologia for the Timed Impromptu Essay Test." College Composition and Communication. 46.1/February (1995): 30-45. This essay is discussed and cited to support the need for the particular type of writing assessment employed in the English Placement Test at the university. Timed impromptu essay writing is discussed with regards to its appropriateness in evaluating and placing students.

. "The Importance of Placement and Basic Studies: Helping Students Succeed Under the New Elitism" Journal of Basic Writing. Vol. 14, No. 2 (1995): 75-84. This article is cited and discussed to provide supporting evidence in favor of the impromptu essay exam as a valid instrument for writing assessment. It contains information on two studies which show not only that students benefit in improved expertise from assessment and subsequent placement in appropriate classes, but that they benefit by remaining enrolled in the university for longer periods of time.