



The Norton Field Guide to Writing with Readings

By Richard Bullock

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Editorial Review

Review

"*The Norton Field Guide to Writing, with readings* can be used in a variety of ways, depending on each individual teacher's style and focus. The apparatus is well-designed, especially the detailed focus on genres, and each chapter includes effective sample writing." (Allison Smith, Middle Tennessee State University)

"The selection of longer, shorter, expository, and researched essays makes the book a useful teaching tool. The readings are bound by a common creativity that will inspire students to make more daring approaches to their writing." (Christopher Harris, University of Louisiana at Monroe)

"I would highly recommend the book to anyone new to the freshman composition classroom." (DaRelle Rollins, Hampton University)

"This book nails the rhetoric, and the readings have enough variety in them to support multiple approaches for instruction." (Joanna Clark, Cisco Junior College)

"The amount of detail is perfect. Students will find this book easy to understand and will appreciate not being overloaded with information." (Mitzi Walker Jones, University of Arkansas, Fort Smith)

"*The Norton Field Guide* is one of the best rhetorics I've seen at achieving essential coverage and brevity. It gives guidance to new instructors and flexibility to others. ...The readings are great." (Nedra Reynolds, University of Rhode Island)

"The level of detail is perfect. ...It leaves room for the instructor to move about to add material, to pitch the content in his or her particular way. Writers, even student writers, want advice, not directives. In years of reviewing, I have seen few books that offer something new and valuable and interesting. *The Norton Field Guide* is one. The innovation it offers is long overdue." (Paul Heilker, Virginia Polytechnic Institute and State University)

"The beauty of the *Field Guide* is that it can conform to any style of teaching and appeal to any pedagogical approach." (Tony Procell, El Paso Community College)

About the Author

Richard Bullock (Ph.D., University of Virginia) is a professor of English at Wright State University, where he directs the writing programs and serves as assistant chair of the English department. His scholarship and teaching focus on the teaching of writing in college and secondary school. *The Politics of Writing Instruction: Postsecondary*, which he coedited with John Trimbur and Charles I. Schuster, won the 1993 Conference on College Composition and Communication Book Award.

Maureen Daly Goggin (Ph.D., Carnegie Mellon University) is the Associate Chair of the English Department at Arizona State University, where she has also directed several of the writing programs and the Ph.D. program in Rhetoric, Composition, and Linguistics. She recently received the ASU Alumni Association Faculty Teaching Award and is the author of *Authoring a Discipline: Scholarly Journals and the Post-World War II Emergence of Rhetoric and Composition* (2000).

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