ABSTRACT
                Intended for educators on the postsecondary level,
this annotated bibliography lists ERIC documents and relevant
articles concerning computer assisted instruction. Specifically, it
contains citations on the following subjects: (1) the philosophy
behind computer usage, (2) general information to help decide whether
to use computers in a writing program, (3) information on specific
university writing programs and commercially available software, (4)
practical suggestions and applications for implementing
computer-based writing instruction, and (5) available bibliographies.
(SRT)

An Annotated Bibliography:

A Review of the Literature on Computer Assisted Writing

For the College Developmental Educator
Susan D. Huard and Patricia A. Malinowski

Over the past several years, computers have become an
integral part of our society. As this technology is becoming
prevalent in the writing classroom, more and more educators
are faced with the question of whether or not to adopt this
mode.

In order to make informed decisions regarding
instruction, recent publications and research must be
investigated. But often, starting is the difficult point.
This annotated bibliography offers this starting point by
listing what has been published recently in the areas of:

1. The philosophy behind computer usage.

2. General information to aid in the decision regarding
   tne adoption of computer use in a writing program.

3. Information on specific university writing programs
   and commercially available software.

4. Practical suggestions and applications for
   implementing computer based writing instruction.

5. Available bibliographies.

This annotated bibliography was designed for educators
on the post-secondary level and, for the most part, lists
relevant articles and ERIC documents from the past four
years.

Annotated Bibliography

Alberta Department of Education. (1984). Evaluator's Guide
for Word Processing Software. (ERIC ED 24° 841).
The authors offer several methods to be used in the
evaluation of software. They include checklists and
forms which may aid in the evaluation.

Andrews, D. (1985, November). Writer's Slump and Revision
Schemes: Effects of Computers on the Composing Process.
Collegiate Microcomputer, pp. 313-316.
The author reports the findings of a survey at the
University of Delaware concerning the use of computers
for prewriting and revision. Overall results were
favorable and showed that students viewed computer use
as a means of overcoming "writer's block" and as an
excellent revision aid.

Appleby, B. (1983). Computers and Composition: An
Overview. (ERIC ED 240 546).
The author offers a philosophical view for the use of
the computer in writing and also discusses several
inherent problems.

Bacig,T., Larmouth, D., & Risdon, K. (1984, April). A
Comprehensive Computer-Aided Program in Writing.
Computers and Composition, pp. 1-23.
As a response to a staffing problem, the University of
Minnesota-Duluth has designed a writing program which is
heavily computer based. Their program emphasizes
prewriting, invention and revision from an Aristotelian
point of view concentrating on logic and argumentation.
The software leads the student through a skill using the
following paradigm: identification, sentence
generation, single paragraph construction, multiple
paragraph construction, essay development and finally
research paper formulation. The student chooses a
subject area at the beginning of the course and
generates all of his individual assignments from within
his topic area.

Bean, J. (1983, May). Computerized Word-Processing as an
Aid to Revision. College Composition and Communication.
pp. 146-148.
This article reviews a study at Montana State University
which assesses the use of the computer in revision of
compositions. The study suggests that the computer
relieves the student of the drudgery of recopying by
hand, often compels the student to make multiple

revisions and to experiment with idea expansion on the
topic.

Becker, H. (1984, November). Computers in Schools Today:
Some Basic Considerations. American Journal Of
Education, pp. 22-38.
An excellent summary from a sociologist's point of view
of the current status and use of computers in schools.
There is a separate section on writing which explains
the arguments for using word processing in the writing
classroom while discussing some of the problems with
present word processing programs.

Bickel, L. (1985). Word Processing and the Integration of
Reading and Writing Instruction. In J.L. Collins and
E.A. Sommers (Eds.), Writing On-Line: Using Computers
in the Teaching of Writing. (pp. 39-45). Upper
Montclair, New Jersey: Boynton/Cook Publishers, Inc.
This is a report of a study using word processing with
s'ills deficient high school students. The results
favor the use of computers because the students wrote
more and developed self-monitoring reading strategies.

Blau, S. (1983, October). Invisible Writing: Investigating
Cognitive Processes in Composition. College
Composition and Communication, pp. 297-312.
The author reviews ideas of James Britton regarding
blank page writing and applies the ideas to his own
study. Results of Blau's work were positive, showing
increased student writing ability and self-perception.
The implications within this article support the use of
the computer for blank screen writing.

Bork, A. (1984) Design Considerations. Computers in
Composition Instruction. (ERIC ED 240 702).
Bork outlines the bad features of presently available
software: poor layout of wording on screen, stilted
timing, lack of clear directions, lack of meaningful
content, lack of interaction, and unclear language. He
also maintains that individual teachers cannot be
responsible for the development of good software; as
with a textbook, it takes a team of skilled experts.

Bourque, J. (1985, August). Word Processing on a Local Area
Network. Collegiate Microcomputer, pp. 205-211.
This article details the author's successful use of the
network over the micro-computer for CAI. The author
deals mainly with the logistics involved and includes
both the positive and the negative aspects which were

encountered.

Boylan, H.R. (Ed.) (1983) The Effects of Computer Based
    Instruction. Research In Developmental Education.
    A 1983 review of a study by Kulik, Kulik and Cohen which
    found that the overall positive effect of computer based
    instruction was minimal and produces the same outcome as
    individualized, conventional classroom instruction. The
    newsletter offers several suggestions for the
    developmental educator about the adoption of the
    computer for instruction.

Bridwell, L. & Duin, A. (1985) Looking in Depth at Writers:
    Computers as Writing Medium and Research Tool. In J.L.
    Collins and E.A. Sommers (Eds.), Writing On-Line: Using
    Computers in the Teaching of Writing, (pp.115 - 121).
    Upper Montclair, New Jersey: Boynton/Cook Publishers,
    Inc.
    The authors report on two studies conducted at the
    University of Minnesota. In the first, it was found
    that when experienced writers are introduced to the
    computer, they generally use it as an electronic
    typewriter, doing a significant amount of their writing
    on paper before putting it on the computer. In the
    second study beginning college students were the
    subjects. In contrast to the first group, these
    students used the computer for all stages of writing:
    prewriting, writing and revising. However, they were
    less likely to revise, possibly because it looked like a
    finished copy on the monitor. Bridwell and Duin
    conclude that word processing is the preferred use of
    the computer (as opposed to CAI) and that further
    development is needed to create a word processing system
    which encourages faculty use and is compatible with many
    computer systems.

Bridwell, L., Nancarrow, P. & Ross, D. (1984). The Writing
    Process and the Writing Machine: Current Research on
    Word Processors Relevant to the Teaching of Composition.
    New Directions in Composition Research (pp. 381-398).
    New York: The Guildford Press.
    This is a selective summary of software and research
    pertinent to writing. The authors define the various
    categories of research and then detail a representative
    study. They conclude the article with a description of
    their present research at the University of Minnesota.

Bridwell, L., Sirc, G. & Brooke, R. (1985). Revising and
    Computing: Case Studies of Student Writers. In S.
    Freedman (Ed.), The Acquisition of Written Language:

Revision and Response (pp. 172-194). Norwood, New
Jersey: Ablex Publishing.
A report of the undergraduate study that examined the
students' approach to revising on the computer. The
researchers found that students became concerned about
the visual appearance of their paper, and depending upon
their level of comfort with the computer, would make
extensive revisions if they already used this strategy
prior to introduction to the computer.

Brown, J. (1985). Emphasizing Revision with Word Processing
    in Freshmen English Classes. (ERIC ED 258 279).
    This author discusses ways to introduce the student to
    the use of the computer as a tool in the writing
    process. She emphasizes the need for personal
    supervision (the writing center director and the writing
    instructor), and the need for short initial tasks and
    practice. Final student evaluations showed increased
    student self-image and self-confidence in writing. The
    author also offers an excellent checklist for revision.

Burns, H. & Culp. G. (1980, August). Stimulating
    Invention in English Composition through Computer-
    Assisted Instruction. Educational Technology, pp. 5-
    10.
    This article reviews a study at the University of Texas
    at Austin in which CAI is used for prewriting/thinking.
    The system used is an "open" system which encourages
    student response and interaction. The study found that
    CAI can increase invention in composition, can be
    quantitatively and qualitatively evaluated and can be
    individualized. Student response to the experiment was
    positive.

Burns, H. (1980) A Writer's Tool: Computing as a Mode of
    Inventing. (ERIC ED 193 693).
    The author reviews the use of the tagmemic matrix
    heuristic to generate ideas. The author traces one
    student's progress through the program. Mr. Burns
    reaffirms the computer's future use in the classroom
    to stimulate thinking and generate ideas.

Burns, H. (1979) Stimulating Rhetorical Invention in
    English Composition through Computer Assisted
    Instruction. (ERIC ED 188 245).
    Burns verifies the usefulness of his TOPOI program,
    which is based on Aristotelian dialogues, in a study
    involving students in four freshman composition classes
    at the University of Texas at Austin. His extensive
    statistical findings show that questioning dialogues
    help students define and refine their ideas for writing.

Chew, C. (Ed.) (1984). Computers in the English Program: Promises and Pitfalls. New York: New York State English Council Monographs.
This written monograph investigates the problems involved in computer usage, what has been used at all educational levels from elementary to college, methods of software evaluation and the future use of computers in the teaching of English.

Chicatelli, L. & Madden, F. (1985). Computer-Assisted Instruction in Writing: The Freshman Composition and Research Paper Assignment and Donald Davis' Topoi. In Insight : An Annual Collection of Articles on Teaching and Learning by Faculty of the Community Colleges of the State University of New York, 1984-1985, 22-25. (ERIC ED 254 279).
The program developed at Westchester Community College is described. It centers around the use of prewriting questions which have been patterned after Socratic dialogue.

Collier, R. (1983, May). The Word Processor and Revision Strategies. College Composition and Communication, pp. 149-155.
In a case study, the author gives an overview of the advantages and disadvantages of using the word processor for writing. His basic finding was that, as of 1983, writing on a computer neither enhanced nor hindered the student's writing process. He does suggest, that with the development of more advanced software, programs will be designed which will encourage the use of the computer for writing.

Collier, R. (1984, April). Writing and the Word Processor: How Wary of the Gift-Giver Should We Be? Computers and Composition, pp. 67-93.
Collier applies an art historian's pattern of evolution and advancement to the development of the use of word processors in writing. He considers the four phases in relationship to the writing process. He worries that word processors are changing the direction of writing instruction and the writing process itself. He cites essential differences between composing on paper and on computer. Until word processing software is developed which matches the features of composing by hand, Collier feels that the software seriously stifles and limits the writer's sophistication during both the composing and revising stages.

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   pp. 149-155.
   In a case study, the author gives an overv

Writing. Computers and Composition, pp. 185-193.
A software program which is being developed at the
University of Pittsburgh for use with basic writers is
described. Its aim is self-correction. In order to
accomplish this goal, the program is being designed to
highlight categories of errors which appear within an
individual student's work. It will also offer students
practice in dealing with the errors located before
proceeding to the next cluster of errors.

Hull, G. & Smith, W. (1985). Error Correction and
    Computing. In J.L. Collins and E.A. Sommers (Eds.),
    Writing On-Line: Using Computers in the Teaching of
    Writing (pp.89-101). Upper Montclair, New Jersey:
    Boynton/Cook Publishers, Inc.
    The University of Pittsburgh's error correction program
    which uses student essays to alert students to
    grammatical errors is explained. A sample of exactly
    how the program operates is included.

Humes, A. (1982). Computer Instruction on Generating Ideas
    for Writing Description. (ERIC ED 220 868).
    This article, though designed for the elementary
    educator, offers several good suggestions for using the
    Language Experience Approach to generate ideas for
    descriptive writing. The author also comments on the
    importance of computer literacy.

Hunter, L. (1983). Basic Writers and the Computer. (ERIC
    ED 237 975).
    This article is based on the author's observations of
    one basic writing course and the effect computer use had
    on the students. For the most part, the computer served
    as an effective editing tool and allowed students to
    avoid the drudgery of rewriting and even begin to see
    the benefits of revision.

Kelly, T.J. & Anandam,K. (1982). Teaching Writing with
    the Computer as Helper. American Association of
    Community and Junior Colleges.
    This pamphlet reviews the RSVP (Response System with
    Variable Prescriptions) system in use at Miami-Dade
    Community College. The authors emphasize the use of the
    RSVP Feedback Program for Individualized Writing through
    examples of the printout the instructor uses and the
    student receives.

Kneupper, C. (1980, May). Revising the Tagmemic Heuristic:
    Theoretical and Pedagogical Considerations. College

Composition and Communication, pp. 160-168.
The author reviews and criticizes the Young, Becker and
Pike Tagmemic Heuristic and offers his own revision.
This article is a good synopsis of the model that is so
often mentioned in literature regarding the design of
computer programs for writing.

Kuchinskas, G. (1984). Developing Interactive Language
    Experiences for the Computer. Computers in College
    Composition, pp. 65-73. (ERIC ED 240 702).
    Computer programs should be interactive, personalized
    and positive language models.

Lansing, M. (1984). Computers in Composition: A
    Bibliography of Research and Practice. (ERIC ED 249
    499).
    This 1984 bibliography focuses on software programs
    (their development and use), student reaction and
    evaluation of CAI as well as studies which deal with the
    effect of CAI.

Leibowicz, J. (1982, December). ERIC/RCS Report: CAI in
    English. English Education, pp. 241-247.
  . This overview reviews the four types of CAI available
  . for use in the English classroom and briefly describes
    commercially available programs.

Marcus, S. (1983, Summer). Real-Time Gadgets with
    Feedback: Special Effects in Computer Assisted
    Instruction. The Writing Instructor, pp. 156-164.
    The author discusses the innovative ways computers can
    be used by the writer. Ideas such as invisible writing,
    the power of the cursor to expand, edit, delete, the use
    of peer editing and group writing and text analysis are
    reviewed. The author stresses the idea that writing on
    the computer allows one's ideas to become electric
  . and fluid.

Moberg, G. (1986). Writing on Computers in English Comp.
    New York: The Writing Consultant.
    This text deals with working on the computer from the
    group and peer editing aspect. The text also contains
    prewriting, essay and grammar exercises.

Nancarrow, P. (1982). Integrating Word Processing into a
    Freshman Composition Curriculum. (ERIC ED 235 493).
    The author suggests two possible methods of integrating
    word processors into the English composition curriculum.

She further asserts that all beginning students in a
word processing composition course need a program of
ongoing exercises which introduce them to the various
functions in the word processing program.

Nancarrow, P., Ross, D. & Bridwell, L. (1984). Word
Processors and the Writing Process: An Annotated
Bibliography. Westport, Connecticut: Greenwood Press.
This book is a comprehensive listing of sources dealing
with the use of computers in the field of writing from
its inception to 1983. It does not list hardware and
software per se. It is, however, the definitive
sourcebook for persons interested in this subject
matter.

Nickell, S. (1985). The Best of Both Worlds: Writing
Conferences on the Computer. (ERIC ED 253 195).
This article discusses the use of the computer and the
student conference. The author stresses the ideas of
feedback, input and revision and offers suggestions for
setting up the student/instructor/computer conference.

Nold, E. (1975, October). Fear and Trembling: The
Humanist Approaches the Computer. College Composition
and Communication, pp. 269-273.
The author points out that the computer should and can
be used to help the student "probe and modify" and not
just for drill and practice. She emphasizes the point
that the computer can be an effective tool to encourage
student thinking.

Paul, T. & Payne, D. (1983, Summer). Computer-Assisted
Instruction: Teaching and Learning from Basic Writers.
The Writing Instructor, pp. 193-199.
The authors discuss the design of a spelling program of
their own - Spellwell. The program is in use at the
Iowa State University Writing Center and the authors are
seeing favorable results in the students who have used
the program.

Pufahl, J. (1986, February). Alone on the Word Processor:
Writing and Rewriting. Teaching English in the Two
Year College, pp. 25-28.
In this article, the author suggests that familiarity
with a word processing program will facilitate student
revision and increase the length of the essay. He
suggests that time be allotted to teach the word
processing aspect at the beginning of a writing course.
This will alleviate student fear of the computer and

will led to better idea development, fewer grammatical errors and more revision.

Rodrigues, D. (1985, October). Computers and Basic Writers. College Composition and Communication, pp. 336-339.
   Rodrigues defends the idea of using computers with basic writers. She gives enormous computer support at the beginning of the semester to allow stu ents to concentrate on their writing, rather than the elements of a word processing program. In a study involving twelve students, eleven passed the course and showed a new positive attitude toward writing, revising and collaborating.

Rodrigues, R. & Rodrigues D. (1984, February). Computer-Based Invention: Its Place and Potential. College Composition and Communication, pp. 78-87.
   This article reviews three prewriting programs (Wresch, Schwartz and Burns) currently in use and offers one designed by the authors. The major idea behind all of the prewiting programs is that prewriting fosters good writing. Prewriting can be returned to any time during the writing process and can be easily done of the computer. The authors suggest that prewriting should be interactive and thoughtful. Student response to the writing tasks is positive.

Rodrigues, R. & Rodrigues, D. (1983). CAI Invention Strategies. (ERIC ED 229 789).
   This article discusses interactive and non-interactive programs. The authors review programs designed by Ellen Noll, William Wresch, Hugh Burns and Helen Schwartz and categorize each as either interactive or non-interactive. The authors then describe their program which involves visual synectics to encourage creative problem solving techniques. The authors also pose several questions for further research in the area of CAI.

Rosenbaum, N. (1985, November). Issues and Problems with Research Involving Word Processing: A Teacher's Experience. Collegiate Microcomputer, pp. 357-363.
   The article investigates the advantages and disadvantages of using the computer with the remedial writer. The author states that more research is needed in this area, but current research shows computer use does work with the remedial student and it is another strategy for the instructor to use.

Ross, D. (1985). Realities of Computer Analysis of
    Compositions. In J.L. Collins and E.A. Sommers (Eds.),
    Writing On-Line: Using Computers in the Teaching of
    Writing (pp.105-113) Upper Montclaire, New Jersey:
    Boynton/Cook Publishers, Inc.
    The article examines text analysis programs available
    for the computer. The limitations of these programs is
    discussed and the author's own version is illustrated.

Roth, A. (1986, February). How to Become an Instant
    Computer Expert. Teaching English in the Two Year
    College, pp. 20-24.
    The author, in a light-hearted tone, offers five steps
    for the English educator to use to become familiar with
    the computer. The article offers a good bibliography of
    articles, books and magazines for the computer user.

Salisbury, D. (1984, March). How to Decide When and Where
    to Use Microcomputers for Instruction. Educational
    Technology, pp. 22-24.
    The author suggests that an educator use a three phase
    questioning process before computer use is adopted. The
    first phase deals with a needs assessment of the student
    and results in a need statement which is in two parts:
    what presently exists and what the desired result is.
    The second phase deals with instructional design and the
    author uses Gagne's Events of Instruction. The third
    phase deals with selecting the best solution for
    fulfilling the "need gap" and, if appropriate, it may be
    the use of the computer. His main idea is that the
    educator investigate the student and his needs before
    "jumping" into the new technology.

Schwartz, H. & Bridwell, L. (1984, February). A Selected
    Bibliography on Computers in Composition. College
    Composition and Communication, pp. 71-77.
    An excellent bibliography citing articles and texts from
    1973 to 1983. The authors deal with articles which
    describe computer programs available for CAI, relate how
    CAI and word processing can be used together and cite
    results from CAI. Articles are listed by original
    source and ERIC document number when available. There
    are also lists magazines and recent books. The authors'
    intent was to show "the best" which is available.

Schwartz, H. (1982, February). Monsters and Mentors:
    Computer Applications for Humanistic Education.
    College English, pp. 141-152.
    The author divides present computer programs into four
    categories: text feedback, drill and practice

(GRAMMAR),simulations (POEMFORM) and tutorials (Burns'
program and MARSYEBB). She comments on the
effectiveness of each and problems which may be
inherent. She then offers several suggestions for
selecting programs and evaluating their worth. Her main
point is that educators should make the computer work
for themselves and their students and have fun while
learning and expanding ideas.

Schwartz, H. (1984, March). Teaching Writing with Computer
    Aids. College English, pp. 239-247.
    The author views CAI in writing as being divided into
    three areas: invention (prewriting programs such as that
    of Burns and the author), organization (ORGANIZE) and
    revision. She stresses the value of using the computer
    and word processor to free the student writer from the
    painful act of revision, while simultaneously allowing
    the student to generate more ideas and papers of greater
    depth. She also stresses the idea that the computer is
    an important tool in the individualized approach to
    teaching writing.

Schwartz, H. (1985, August). Using Computers in Writing:
    Educational Issues. Collegiate Microcomputer, pp. 219-
    223.
    The author outlines the effectiveness of the use of the
    computer for data storage and retrieval of student work,
    CAI and feedback, utility programs and communication.
    The author also offers the idea that computer use
    allows students freedom in the right to choose various
    topics, honesty and humaneness, and "playful
    creativity." All can only be integrated into a writing
    course by an observant instructor.

Schwartz, H. (1983, October). Hypothesis Testing with
    Computer-Assisted Instruction. Educational Technology,
    pp. 26-27.
    The author discusses the use of her interactive
    program, SEEN, in a literature course. The
    program consists of three phases: tutorial, an
    electronic billboard and printout. At this point,
    student response to the program has been favorable and
    the program has proven to be another way to get the
    student to think.

Schwartz, H. (1982). A Computer Program for Invention and
    Feedback. (ERIC ED 214 177).
    The author outlines the use of the interactive program
    SEEN (Seeing Eye Elephant Network) in a literature
    class. Results of use of this program show students'

writing improves in the areas of length and detail.

Schwartz, H. (1985). Interactive Writing: Composing with a
    Word Processor. New York: Holt, Rinehart and Winston.
    At present, this is the only student text designed to
    teach writing using a word processor. It is a text which
    not only adapts conventional writing techniques for
    computer use, but also devises new strategies especially
    designed for the computer.

Schwartz, M. (1982, November). Computers and the Teaching of
    Writing. Educational Technology, pp. 27-29.
    This article advances solid ideas for the philosophy
    behind the use of the computer in the classroom and
    offers excellent advice for the novice computer
    writing instructor.

Selfe, C. (1985). The Electronic Pen: Computers and the
    Composing Process. In J.L. Collins and E.A. Sommers
    (Eds.), Writing On-Line: Using Computers in the Teaching
    of Writing (pp. 55-66). Upper Montclair, New Jersey:
    Boynton/Cook Publishers, Inc.
    A student survey done at Michigan Technological
    University concluded that the degree of student computer
    use for writing assignments has a wide range. Two
    representative student case studies are included. The
    author advises that teachers need to demonstrate more
    electronic prewriting techniques.

Selfe, C. & Wahlstrom B. (1983, Summer). The Benevolent
    Beast: Computer-Assisted Instruction for the Teaching
    of Writing. The Writing Instructor, pp. 183-192.
    This article is a positive review of the program,
    Wordsworth II.

Sommers, E. (1984, April). Classroom Research on Word
    Processing and Writing Processes. Computers and
    Composition, pp. 271-276.
    Sommers describes a research project to be initiated in
    the Fall 1984 semester. Pre and Post essays will be
    written by two groups of students. If there is a
    difference between the two groups, it will be
    attributable to word processing.

Sommers, E. (1985). Integrating Composing and Computing.
    In J.L. Collins and E.A. Sommers (Eds.), Writing On-
    Line: Using Computers in the Teaching of English (pp.

3-10). Upper Montclair, New Jersey: Boynton/Cook
Publishers, Inc.
The important writing work is still done by
the teacher, not the computer. Sommers offers a short
history of research in writing and reiterates the use of
conferencing and the importance of audience.

Southwell, M. (1982,Winter). Using Computer-Assisted
    Instruction for Developmental Writing. AEDS Journal,
    pp. 80-91.
    The author suggests that CAI will work with
    developmental students if instructors will design
    programs that will follow in instructional sequence,
    check retention, provide examples and explanations,
    check receptive understanding, check productive
    understanding, provide practice in creating meaning and
    test learning. The author points out that the
    advantages of CAI for the developmental student are two-
    fold: increase in self-esteem and improvement of
    attitude toward learning.

Southwell, M. (1983, Summer). Computer-Assisted Instruction
    in Composition at York College/CUNY: Grammar for Basic
    Writing Students. The Writing Instructor, pp. 165-173.
    The author reviews Comp-Lab Writing Modules used at York
    College/CUNY as a viable alternative to drill and
    practice which is usually associated with grammar work
    on the computer. He enumerates the benefits of the
    auto-tutorial.

Spitzer, M. (1985). Selecting Word Processing Software.
    In J.L. Collins and E.A. Sommers (Eds.), Writing On-
    Line: Using Computers in the Teaching of Writing (pp.
    29-36). Upper Montclair, New Jersey: Boynton/Cook
    Publishers, Inc.
    The author outlines the features that are available in
    various software programs and offers a table for help in
    selecting the most appropriate word processing program
    for classroom use.

Stegman, M. (1984). Beyond Correctness: The Computer and
    the Composing Process. (ERIC ED 252 852).
    This article offers suggestions for using the computer
    with a literature-writing class. The author offers
    several example exercises.

Suttles, A.L. (1983, Summer). Computers and Writing
    Contemporary Research and Innovative Programs.
    Computers, Reading and Language Arts, pp. 33-37.

This is a short overview of programs developed for
writing classes in the early 1980's.

Tracey, R. (1983, Fall). The Word Processor and the Writing
    Process. Teaching English in the Two Year College, pp.
    27-33.
    The author of this article uses professional writers to
    enforce the idea that writing on the computer is a
    positive experience. He sees computer use as
    encouraging prewriting and multiple revisions, allows
    the student to see alternate versions of the text,
    allows for easy grammar correction and, in general,
    relieves the drudgery of the writing process and turns
    it into an enjoyable experience.

Wilcox, L. (1984, April). The Usefulness of Computer
    Materials Created by Teachers An Answer to Bork.
    Computers and Composition, pp. 293-305.
    The author argues that education needs two types of
    software: that which is produced by a team of experts
    and that which is conceived and constructed by the
    individual instructor. He equates the notion of quality
    with usefulness, adding that no one program can be
    designed by a team or an individual such that it
    requires no supplementary materials. Unlike Bork,
    Wilcox sees an everlasting need for teachers.

Withey, M. (1983, November). The Computer and Writing.
    English Journal, pp. 24-31.
    The author has investigated and discussed the advantages
    and disadvantages of the four ways the computer can be
    used by an English instructor: computer as tutor (drill
    and practice), computer with student as responder,
    computer as directed by the student and the computer as
    word processor. The author stresses the idea that the
    technology of the computer will be important in the
    classroom and that English instructors should become
    active in the selection and purchase of hardware and
    software.

Worley, L. (1984). Using Word Processing in Composition
    Class. (ERIC ED 243 127).
    The author discusses what a good word processing program
    should contain, the lack of good current texts to
    accompany computer writing, the knowledge needed by the
    instructor to incorporate word processing and
    composition and the importance of the use of the
    computer for prewriting, writing and revision.

Wresch, W. (Ed.) (1984). The Computer in Composition
     Instruction: A Writer's Tool. Urbana,Illinois: National
     Council of Teachers of English.
     This text contains a series of articles on computer use
     at the college level in the areas of prewriting, editing
     and word processing. The individual authors give
     examples of the use of WANDAH, Wordsworth II and similar
     programs. The text also contains an extensive
     bibliography.

Wresch, W. (1983, December). Computers and Composition
     Instruction: An Update. College English, pp.794-799.
     This article is a review of three recognized programs:
     the prewriting program by Helen Schwartz, Richard
     Lanham's The Writer's Workbench and WANDAH which was
     developed by Ruth Von Blum. He cites programs which
     were being developed at this time: Wordsworth II,
     Essaywriter and a program being developed by Chris
     Neuwirth of Carnegie-Mellon. He then cites three
     research projects underway which deal with the use of
     word processor and its effectiveness. People involved
     are Collete Daiute of Columbia University, Lillian
     Bridwell and Donald Ross of the University of Minnesota
     and Steven Marcus at the University of California -Santa
     Barbara.

Wresch, W. (1982). Prewriting, Writing and Editing by
     Computer. (ERIC ED 213 045).
     The author reviews four types of programs designed for
     the computer. The first asks students to think and
     respond (Burns). The second type consists of
     questioning and application (Wresch - University of
     Wisconsin-Marinette). The third investigates student
     essays for sentence embedding and word choice (Page and
     and Hiller). The fourth evaluates student essays in
     terms of length, sentence structure and so on (Lanham -
     UCLA).

Wresch, W. (1984). Writer's Helper: A System Approach to
     Computer Assisted Writing. Computers in Composition
     Instruction, pp 45-58. (ERIC ED 240 702).
     The author explains the workings of this program, which
     is one of the few designed t^ help the student with the
     entire process of composing   .per. It has a
     prewriting section consistin   ^ several programs to
     help the writer think of and   ^row the subject, along
     with a powerful word processor . d a set of evaluation
     programs. The writer can chec^ :r essay in terms of
     correct homonym choice, appropriate usage and
     style (use of passive voice, cohesion, length).

Wresch, W. (1984). Essay Writer: A Program to Help
        Students through the Writing Process. (ERIC ED 229
        792).
        The author details the construction of five step
        program for essay writing: select and narrow a topic,
        brainstorm, select mode (describe or argue) and develop
        ideas, put the essay together and copy. This program is
        very interactive and urges the student to think through
        all the steps the author has outlined to design a well
        written and developed product.