This annotated bibliography contains 28 references on the ways writing can be used in the study of literature and ways in which literature can be utilized to foster invention in students' writing. The bibliography contains citations from the period between 1982 to 1989 and is divided into three sections. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum. (MS)
Writing and Literature

by Michael Shermis

Writing can be used in many ways in the study of literature; equally, literature may be utilized to foster invention in students' writing. A search of the ERIC database produced the following citations on writing and literature, from the period 1982 to 1989. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The ED numbers for sources included in Resources in Education have been included to enable the user to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS), or to go to RIE for the full abstract on these sources not available through EDRS. If a document has a CS number rather than an ED number, look in RIE or the ERIC database to find the corresponding ED number. The citations to journals are from the Current Index to Journals in Education, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tarsheet Service (OATS) of the Institute for Scientific Information.

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Teaching Strategies

Ascher, Hope; and others. American Literature: Performance Objectives and Classroom Activities. Brevard County School Board, Cocoa, FL, 1983. 97p. [ED 255 913]

This guide is a sampler of ideas and activities based on 22 minimum objectives in speech, reading, writing, and research that have been identified for American literature study.


Describes a unit in which gothic novels are first read and then used by students as models for the writing of an entire "gothic" novel of their own.


Using Mark Twain's "Huckleberry Finn," John Knowles' "A Separate Peace," and Maya Angelou's "I Know Why the Caged Bird Sings," a study examined the effects of Astute Activities—teaching techniques which increase students' cognitive ability and creativity—on student performance in two senior English classes in a small rural high school. Activities included mind mapping, brainstorming, creative writing exercises using characters from the novels, and discussions of various issues from the characters' perspectives. Finds that Astute Activities stimulated most students' thinking, increased their awareness of issues, increased the creativity of their work, both written and spoken, and matured their writing.


Describes how "Gulliver's Travels" was used with 11- and 12-year-olds to stimulate writing activities.


Presents exercises combining sentence generation from prescribed conjunctions with analysis of literary characters.


Explains how to involve students in a composition unit that requires them to complete writing assignments from various points of view.


Recommended using young adult literature to teach basic composition skills.

Edelman, Michael. Teaching Literature, Grade 9: Integrating the Communication Arts, Poetry, Experimental. Division of Curriculum and Instruction, 131 Livingston St, Room 613, New York City Board of Education, Brooklyn, NY, 1985. (4.00) 89p. [ED 290 151; paper copy not available from EDRS]

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry; this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth-grade classrooms.


On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding literature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing. Journal assignments before, during, and after reading can stimulate student in-
Olson, Gary A. “Invention and Writing about Literature.”
Teaching English in the Two-Year College, v9 n1 p35-38 Fall 1982.
Describes a heuristic for writing about literature, especially drama and fiction. Questions from the heuristic to cover character, plot, setting, and literary devices.

Otten, Nicholas; Stemach, Majorie. “Changing the Story That We All Know (Creative Reading/Creative Writing),”
Describes a writing assignment in which students rewrite literary classics or fairy tales from a new perspective (i.e., making an originally minor character the protagonist, or putting the original story into a different century).

Queenan, Margaret. “To Understand a Magazine, Produce a Magazine,”
Presents steps for a writing class project in producing thematic magazines that parallel the writing and literature themes of the course.

Rivolland, Judith; Johnson, Terry. “Literary Lifeboat: An Environmental Approach to Writing Instruction,”
Presents an instructional unit, “Literary Lifeboat,” a purposeful writing exercise in which students write character justifications for familiar stories.

Suggests methods for improving the quality of essay exams when teaching literature.

Smagorinsky, Peter; and others. “Explorations: Introductory Activities for Literature and Composition, 7-12.”
ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL, 1987. 35p. [ED 279 008]
Noting that teachers sometimes fail to draw on students’ prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section includes a description of reading comprehension activities intended to spark students’ interest while enhancing their understanding of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role playing simulations.

Notes that syllabus requirements for British secondary school literature courses typically create a course in writing as well. Presents ways in which this writing component can be implemented, without isolating it from the literature component.

Paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 8p. [CS 221 778]
This annotated bibliography of library resource materials includes a section on integrating literature into the classroom.

Steward, John Warren. “Children’s Literature: An Impetus to Composition.”
Noting that too many children leave elementary school without developing the ability to use words imaginatively, this paper presents a teaching approach that uses literature to foster invention in children’s writing. The approach described is part of a total composition program.
that structures writing experiences in which children observe settings, people, and occurrences and then write about them. The paper first presents a rationale for reading literature aloud to children, then offers six writing techniques that children can explore subsequent to listening to literature read aloud: (1) story retelling, (2) writing alphabet books with a story line, (3) writing a story for a wordless picture book, (4) writing endings for unfinished stories read aloud, (5) writing stories with a plot structure parallel to a story read aloud, and (6) rewriting stories from a different point of view.


Intended to provide elementary school language arts teachers with new and interesting teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the whole language approach to learning. One of the chapters discusses how literature points the way (including themes and organization, literature and experience, and extended literature). Includes a 15-page bibliography, which contains a section on extending literature and reading that leads to writing, and a list of teaching activities.

Using Computers


Computer use in the English classroom has the potential to help students enjoy and integrate their learning of writing and reading of literature in new ways. This new relationship between the student and machine-readable text can be thought of in terms of Alvin Toffler’s theory of the “prosumer,” a person who uses information Age technology to combine the role of producer and consumer. Computer use in English classrooms can integrate the study of literature and creative writing, reading skills and writing skills, giving the student a new “prosumer” role as both producer and consumer of text.


This volume consists of nine conference papers and journal articles concerned with microcomputer applications in the teaching of writing. A heuristic device that describes the computer as a tool for helping writers discover, arrange, and style ideas by means of interactive questioning strategies for writing about literature is described by Helen Schwartz in “But What Do I Write—Literary Analysis Made Easier.”

Research

Hayes, Mary F., ed.; and others. Teachers at Work: Articles from the Ohio Writing Project. Miami University, Oxford, OH, 1983. 163p. [ED 232209]

Prepared by classroom teachers, the papers in this collection synthesize teaching experiences with recent writing research revelations. Extending literature through writing in the elementary school classroom is one of the topics.


Presents specific implications of writing research for teachers who work with gifted youngsters in elementary school writing. Supports the use of derived plot patterns and changed point of view as two types of literature-based writing assignments that work especially well with gifted students.