

Critical Inquiry

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In Spring 1976

Critical Inquiry published a major critical exchange between M. H. Abrams and Wayne C. Booth in which a number of crucial issues were raised though not resolved. One of the most exciting of these centered on the kind of deconstructionist criticism practiced brilliantly in America by J. Hillis Miller and its implications for the possibilities of literary and cultural history.

At the MLA Convention

We are pleased to announce that, at the main session of the *Division on Philosophical Approaches to Literature* during the 1976 MLA Convention, these issues will be explored in depth. The formal panel discussion is entitled:

"The Limits of Pluralism"

Speakers: M. H. Abrams, Cornell University
Wayne C. Booth, The University of Chicago
J. Hillis Miller, Yale University

To allow the fullest audience participation in discussing the issues raised in the formal papers, the panelists will also participate in a special session at a later time during the Convention.



"The writing style is lively as it is scholarly, innovative as it is imaginative. And while edited for the teacher and student, it should have wide appeal for better educated laypersons. It manages, by the way, to avoid the critical density and nit picking too often associated with university based journals. Libraries should order from the first issue. This promises to be a major voice of the 1970s."—*Library Journal*, April 1976

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ERRORS AND EXPECTATIONS

A Guide for the Teacher of Basic Writing

by

Mina Shaughnessy

Director, Instructional Resource Center
of the City University of New York

Only recently has the nation at large been made aware of a critical problem that educators have been facing for some time; namely, that a great many of our students have not been taught the fundamental skills of written expression—syntax, punctuation, or even spelling. In response to this unprecedented situation, writing programs are being designed to meet the needs of this kind of student. Now there is a text, *ERRORS AND EXPECTATIONS*, that has been written expressly for teachers who have had little or no experience with pedagogical difficulties of this nature.

The book is divided into familiar teaching categories: Handwriting and Punctuation, Syntax, Common Errors, Spelling, Vocabulary, and Beyond the Sentence. In each of these sections, the author gives actual examples from student papers of the various problems that occur in each area, the most likely causes of these problems, and finally she suggests ways in which the teacher might approach them.

Mina Shaughnessy brings to this book a strong commitment to dealing with the social and political issues involved as well as the years of classroom experience and experimentation required to produce an incisive, pragmatic introduction to the real world of so-called developmental writing. By rejecting such terms as "handicapped" and "remedial," she redefines the issue and leads the reader to a new understanding of the task at hand.

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