

THE WRITER'S WORLD

PARAGRAPHS AND ESSAYS

LYNNE GAETZ
SUNEETI PHADKE
FIFTH EDITION

WITH
ENHANCED
READING
STRATEGIES



 Pearson

The Writer's World

Paragraphs and Essays

With Enhanced Reading Strategies

Fifth Edition

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Preface

Thank you for making *The Writer's World* series a resounding success. We are delighted that *Paragraphs and Essays* has been able to help so many students produce writing that is technically correct and richly detailed whether students have varying skill levels, are native or nonnative speakers of English, or learn more effectively using visuals.

When we started writing the first edition, we set out to develop practical and pedagogically sound approaches to these challenges. We began with the idea that collaboration is crucial. So we met with more than forty-five instructors from around the country, asking for their opinions and insights regarding (1) the challenges posed by the course, (2) the needs of today's ever-changing student population, and (3) the ideas and features we were proposing in order to provide a more effective teaching and learning tool. For that first edition and every edition since, Pearson also commissioned dozens of detailed reviews from instructors, asking them to analyze and evaluate each draft of the manuscript. These reviewers identified numerous ways in which we could refine and enhance our key features. Their invaluable feedback has been incorporated throughout *The Writer's World*. This text is truly the product of a successful partnership between the authors, publisher, and more than one hundred developmental writing instructors.

What's New in the Fifth Edition?

NEW Revel™ for *The Writer's World*

Educational Technology Designed for the Way Today's Students Read, Think, and Learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an interactive learning environment designed for the way today's students read, think, and learn.

Revel enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read, practice, and study in one continuous experience. This immersive educational technology replaces the textbook and is designed to measurably boost students' understanding, retention, and preparedness.

Learn more about Revel at <http://www.pearsonhighered.com/revel/>.

Enhanced Reading Support

Brimming with insightful readings and vocabulary tips, *The Writer's World* series has always drawn attention to the strong connection between reading and writing. This edition goes a step further by offering **extra reading strategies** in a new Chapter 38, such as skimming and scanning, using context clues, and making inferences. Students build their reading skills as they work on dozens of sample paragraphs, essays, and practices. By enhancing their reading skills, students are also better equipped to do research for essay writing.

2016 Modern Language Association (MLA) Updates

In Spring 2016, the Modern Language Association (MLA) published updates to their writing and documentation guidelines. Chapter 15, "Enhancing Your Writing with Research" has related content to reflect the new in-text citation and Works Cited formats.

Updated Model Writing and New Essays and Readings

Approximately thirty percent of this text has updated examples, sample paragraphs, writing practices, Writer's Desk topics, and grammar practices. We've added new student and professional essays to the essay patterns covered in Chapter 14. All are annotated to highlight the components of each essay (e.g., thesis statements, topic sentences, and concluding sentences). Each student essay is followed by a professional essay and a set of questions that deepen students' understanding of the different essay patterns. In Chapter 39, seven new thought-provoking readings relate to the themes presented in the grammar chapters.

New Images

This edition presents new dynamic and vibrant images—photos of exotic locales and pop culture icons, as well as images from independent and mainstream films and television shows—that will engage students and prompt critical thinking.

New Grammar Themes and Practices

Many grammar practices in Part IV: The Editing Handbook are new, providing updated grammar instruction through the lens of topical and culturally relevant content. All of the themes were chosen to appeal to developmental writing students of any background. New topics include:

Online and app-based shopping	Consumer protection	Click-bait online journalism
Body altering practices	The rise in plastic surgery for men	Popular diet fads
Wrestling, the oldest sport	Basketball's rise in popularity	Rock climbing
Idolizing professional athletes	Silicon Valley	Mindfulness
Human behavior: The Blue/Brown-Eyed Experiment	Personality: Influence of Carl Jung	Links: emotional and physical health
Bystander apathy	Childrearing practices	CIA psychiatrist: Donald Ewan Cameron
Government espionage	Social media privacy	Online security measures
Digital tracking	Online hacking in financial institutions	Preparing for college entrance exams
Teaching overseas	Unpaid internships	U.S. and global college fees
Chico Mendes and the Amazon's rubber trees	Climate change	California's longest drought
Chernobyl nuclear disaster	Accidental explosion at Texas' West Fertilizer Company	Student debt for healthcare professions
Food contamination and inspection practices	International response to the Ebola virus	Holistic medicine
History of acupuncture	Rewarding college degrees	The "open office" trend
Building a start-up company	Online entrepreneurs: A clothing delivery service	Oscar Wilde's "The Model Millionaire"
Electronic music (e.g., Daft Punk)	Unauthorized file sharing	Tesla's Elon Musk and his innovations
Youth social and political movements	Drug testing and trials	Paying NCAA athletes

A Fresh Look

An updated, clean, and modern design streamlines instruction and increases usability, allowing students to more effectively find and retain the information covered. And, of course, our signature "sunglasses" are back on the cover by popular demand!

How *The Writer's World* Meets Students' Diverse Needs

We created *The Writer's World* to meet your students' diverse needs. To accomplish this, we asked both the

instructors in our focus groups and the reviewers at every stage not only to critique our ideas but to offer their suggestions and recommendations for features that would enhance the learning process of their students. The result has been the integration of many elements that are not found in other textbooks, including our **visual program, coverage of nonnative speaker material, and strategies for addressing the varying skill levels students bring to the course.**

The Visual Program

A stimulating full-color book with more than 140 photos, *The Writer's World* recognizes that today's world is a visual one, and the book encourages students to become better communicators by responding to images. Chapter-opening visuals in Parts I, II, III, and IV help students think about the chapter's key concept in a new way. For example, in the Chapter 9 opener, a photograph of a mechanic's tool case sets the stage for classification. Tools are grouped by type, which helps students understand the premise of classification. In Part IV, chapter-opening photos help illustrate the theme of the examples and exercises. These visual aids can also serve as sources for writing prompts.

The visuals in Part II provide students with another set of opportunities to write in response to images, with Media Writing activities that encourage them to respond using particular paragraph and essay patterns. Throughout *The Writer's World*, words and images work together to encourage students to explore, develop, and revise their writing.

Seamless Coverage for Nonnative Speakers

Instructors in our focus groups consistently note the growing number of nonnative/ESL/ELL students enrolling in developmental writing courses. Although some of these students have special needs relating to the writing process, many native speakers in courses have more traditional needs that must also be satisfied. To address this rapidly changing dynamic, we have carefully implemented and integrated content throughout to assist these students. *The Writer's World* does not have separate ESL boxes, ESL chapters, or tacked-on ESL appendices. Instead, information that traditionally poses a challenge to nonnative speakers is woven seamlessly throughout the book. In our extensive experience teaching writing to both native and nonnative speakers of English, we have learned that both groups learn best when they are not distracted by ESL labels. With the seamless approach, nonnative speakers do not feel self-conscious and segregated, and native speakers do not tune out detailed

explanations that may also benefit them. Many of these traditional problem areas receive more coverage than you would find in other textbooks, arming the instructor with the material to effectively meet the needs of nonnative speakers. Moreover, the *Annotated Instructor's Edition* provides more than seventy-five ESL Teaching Tips designed specifically to help instructors better meet the needs of their nonnative speaking students.

Issue-Focused Thematic Grammar

In surveys, many of you indicated that one of the primary challenges in teaching your course is finding materials that are engaging to students in a contemporary context. This is especially true in grammar instruction. **Students come to the course with varying skill levels**, and many students are simply not interested in grammar. To address this challenge, we have introduced **issue-focused thematic grammar** in *The Writer's World*.

Each chapter centers on a theme that is carried out in examples and activities. These themes include topics related to popular culture, psychology, spies and hackers, college life, the environment, health care, the legal world, and the workplace.

The thematic approach enables students to broaden their awareness of subjects important to American life, such as understanding advertising and consumerism and thinking about health care issues and alternative medicine. The thematic approach makes reading about grammar more engaging. And the more engaging grammar is, the more likely students will retain key concepts—raising their skill level in these important building blocks of writing.

We also think that it is important to teach grammar in the context of the writing process. Students should not think that grammar is an isolated exercise. Therefore, **each grammar chapter concludes with a warm-up writing activity**.

Learning Aids to Help Students Get the Most from *The Writer's World*

Overwhelmingly, focus group participants and reviewers asked that both a larger number and a greater diversity of exercises and activities be incorporated into *The Writer's World*. In response, we have developed and tested the following learning aids in *The Writer's World*. We are confident they will help your students become better writers.

Hints In each chapter, Hint boxes highlight important writing and grammar points. Hints are useful for all students, but many will be particularly helpful for nonnative speakers. For example, in Chapter 12, one Hint encourages students to state an argument directly

and a second Hint points out the need to avoid circular reasoning. In Chapter 22, a Hint discusses checking for consistent voice in compound sentences. Hints include brief discussions and examples so that students will see both concept and application.

Vocabulary Boost Throughout Part II of *The Writer's World*, Vocabulary Boost boxes give students tips to improve their use of language and to revise and edit their word choices. For example, a Vocabulary Boost in Chapter 4 asks students to replace repeated words with synonyms, and the one in Chapter 5 gives specific directions for how to vary sentence openings. These lessons give students concrete strategies and specific advice for improving their diction.

The Writer's Desk Parts I, II, and III include The Writer's Desk exercises that help students get used to practicing all stages and steps of the writing process. As the chapter progresses, students warm up with a prewriting activity and then use specific methods for developing, organizing (using paragraph and essay plans), drafting, and revising and editing to create a final draft.

Paragraph Patterns at Work To help students appreciate the relevance of their writing tasks, Chapters 4–12 highlight an authentic writing sample from work contexts. Titled Illustration at Work, Narration at Work, and so on, this feature offers a glimpse of how people use writing patterns in different workplace settings.

Reflect On It Each Reflect On It is a chapter-review exercise. Questions prompt students to recall and review what they have learned in the chapter.

The Writer's Room The Writer's Room contains writing activities that correspond to general, college, and workplace topics. Some prompts are brief to allow students to freely form ideas while others are expanded to give students more direction.

There is something for every student writer in this end-of-chapter feature. Students who respond well to visual cues will appreciate the media writing exercises in The Writer's Room in Part II: Paragraph Patterns. Students who learn best by hearing through collaboration will appreciate the discussion and group work prompts of selected The Writer's Rooms. To help students see how grammar is not isolated from the writing process, there are also The Writer's Room activities at the end of sections 1–8 in Part IV: The Editing Handbook.

How We Organized *The Writer's World*

The Writer's World is separated into five parts for ease of use, convenience, and ultimate flexibility.

Part I: The Writing Process teaches students how to (1) formulate ideas (Exploring); (2) expand, organize, and present those ideas in a piece of writing (Developing); and (3) polish their writing so that they convey their message as clearly as possible (Revising and Editing). The result is that writing a paragraph or an essay becomes far less daunting because students have specific steps to follow.

Part II: Paragraph Patterns gives students a solid overview of the patterns of development. Using the same easy-to-understand process (Exploring, Developing, and Revising and Editing), each chapter in this section explains how to convey ideas using one or more writing patterns. As they work through the practices and write their own paragraphs and essays, students begin to see how using a writing pattern can help them fulfill their purpose for writing.

Part III: The Essay covers the parts of the essay and explains how students can apply the nine patterns of development to essay writing. This section also discusses the role research plays in writing and explains some ways that students can incorporate research in their essays.

Part IV: The Editing Handbook is a thematic grammar handbook. In each chapter, the examples correspond to a theme, such as popular culture, college life, and work. As students work through the chapters, they hone their grammar and editing skills while gaining knowledge about a variety of topics. In addition to helping build interest in the grammar practices, the thematic material provides a spark that ignites new ideas that students can apply to their writing.

Part V: Reading Strategies and Selections offers tips, detailed reading strategies to help students improve their reading skills, as well as interesting and relevant essays and follow-up questions. Students learn how to write by observing and dissecting what they read. The readings relate to the themes found in Part IV: The Editing Handbook, thereby providing more fodder for generating writing ideas.

Pearson Writing Resources for Instructors and Students

Book-Specific Ancillary Material

Annotated Instructor's Edition for The Writer's World: Paragraphs and Essays, 5/e ISBN 9-780-13431159-3

The *AIE* offers in-text answers, marginal annotations for teaching each chapter, and links to the *Instructor's Resource Manual*. It is a valuable resource for experienced and first-time instructors alike.

Instructor's Resource Manual for The Writer's World: Paragraphs and Essays, 5/e ISBN 9-780-13431160-9

The material in the *IRM* is designed to save instructors time and provide them with effective options for teaching their writing classes. It offers suggestions for setting up their course; provides a lot of extra practice for students who need it; offers quizzes and grammar tests, including unit tests; furnishes grading rubrics for each rhetorical mode; and supplies answers in case instructors want to print them out and have students grade their own work. This valuable resource is exceptionally useful for adjuncts who might need advice in setting up their initial classes or who might be teaching a variety of writing classes with too many students and not enough time.

PowerPoint Presentation for The Writer's World: Paragraphs and Essays, 5/e ISBN 9-780-13431260-6

PowerPoint presentations to accompany each chapter consist of classroom-ready lecture outline slides, lecture tips and classroom activities, and review questions. The PPT slide set is available for download from the Instructor Resource Center.

Answer Key for The Writer's World: Paragraphs and Essays, 5/e ISBN 9-780-13431263-7

The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download from the Instructor Resource Center.

MyWritingLab

MyWritingLab, a complete online learning resource, provides additional practice exercises and engaging animations for developing writers. It accelerates learning through layered assessment and a personalized learning path using the Knewton Adaptive Learning Platform™, which customizes standardized educational content. With over eight thousand exercises and immediate feedback to answers, the integrated learning aids of MyWritingLab reinforce learning throughout the semester.

Additional Resources

Pearson is pleased to offer a variety of support materials to help make teaching writing easier for teachers and to help students excel in their coursework. Many of our student supplements are available free or at a greatly reduced price when packaged with *The Writer's World: Paragraphs and Essays, 5/e*. Visit www.pearsonhighereducation.com, contact your local Pearson sales representative, or review a detailed listing of the full supplements package in the *Instructor's Resource Manual* for more information.

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We also benefited greatly from the insightful comments and suggestions from over one hundred instructors across the nation, all of whom are listed in the opening pages of the *Annotated Instructor's Edition*. Our colleagues' feedback was invaluable and helped shape *The Writer's World* series content, focus, and organization.

Reviewers

The following reviewers provided insight and assistance in the latest revision of *The Writer's World* series:

Tia Adger, Piedmont Technical College; Phillip Bannowsky, University of Delaware; Betty Bennis, Orangeburg-Calhoun Technical College; Justin Bonnett, Saint Paul College; Cheryl Borman, Hillsborough CC; Ybor City Campus; Adam Carlberg, Tallahassee CC; Judith L. Carter, Amarillo College; Connie Caskey,

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Finally, we would like to dedicate this book to our families who supported us and who patiently put up with our long hours on the computer. Manu and Murray continually encouraged us, as did Diego, Rebeka, Kiran, and Meghana.

A Note to Students

Your knowledge, ideas, and opinions are important. The ability to clearly communicate those ideas is invaluable in your personal, academic, and professional life. When your writing is error-free, readers will focus on your message, and you will be able to persuade, inform, entertain, or

inspire them. *The Writer's World* includes strategies that will help you improve your reading skills and your written communication. Quite simply, when you become a better reader and writer, you become a better communicator. It is our greatest wish for *The Writer's World* to make you excited about learning. Enjoy!

Lynne Gaetz & Suneeti Phadke



Lynne Gaetz in Morocco



Suneeti Phadke in India

Part I

The Writing Process

An Overview

The writing process is a series of steps that most writers follow to get from thinking about a topic to preparing the final draft. Generally, you should follow the process step by step; however, sometimes you may find that steps overlap. For example, you might do some editing before revising, or you might think about your main idea while pre-writing. The important thing is to make sure that you have done all of the steps before preparing your final draft.

Before you begin the chapters that follow, review the steps in the writing process.

CHAPTER 1 EXPLORING

- Think about your topic.
- Think about your audience.
- Think about your purpose.
- Try exploring strategies.



CHAPTER 2 DEVELOPING

- Narrow your topic.
- Express your main idea.
- Develop your supporting ideas.
- Make a plan or an outline.
- Write your first draft.



CHAPTER 3 REVISING AND EDITING

- Revise for unity.
- Revise for adequate support.
- Revise for coherence.
- Revise for style.
- Edit for technical errors.



The Paragraph and the Essay

Most of the writing that we do—email messages, work reports, college papers—is made up of paragraphs and essays. A **paragraph** is a series of sentences that are about one central idea. Paragraphs can stand alone, or they can be part of a longer work such as an essay, a letter, or a report. An **essay** is a series of paragraphs that are about one central idea. Both the paragraph and the essay are divided into three parts.

Characteristics of a Paragraph

- The **topic sentence** introduces the subject of the paragraph and shows the writer's attitude toward the subject.
- The **body** of the paragraph contains details that support the topic sentence.
- The paragraph ends with a **concluding sentence**.

Characteristics of an Essay

- The **introduction** engages the reader's interest and contains the **thesis statement**.
- The **body** paragraphs each support the main idea of the essay.
- The **conclusion** reemphasizes the thesis and restates the main points of the essay. It brings the essay to a satisfactory close.

Review the following paragraph and essay, written by college student Anthony Coffman.

The Paragraph

Topic sentence

Supporting ideas

Concluding sentence

A worthwhile place to visit is the Indianapolis Motor Speedway. Built in 1909, it is home to the greatest spectacle in racing: the Indianapolis 500 Indy races. The stadium showcases the apex in automotive design. In addition to the Indy car races, there are Brickyard 400 NASCAR races, Grand Prix events, and GP moto-race events. Races can be expensive; a more wallet-friendly alternative is to attend qualifying time trials or to take a tour and visit the museum on the grounds during the non-race times of the year. Visiting the Indianapolis Motor Speedway provides fun for the whole family.

The Essay

The introduction contains a thesis statement.

Each body paragraph has a topic sentence that supports the thesis statement.

Concluding paragraph

Born in Indiana, I've lived here most of my life. Often, I hear fellow Indianans (often called "Hoosiers") say there's not much to do here. In fact, visitors and local citizens can visit many great entertainment venues, including state parks, museums, and the Indianapolis Motor Speedway.

Indiana provides twenty-five recognized state parks that provide a variety of activities. Visitors can camp, fish, cycle, and see natural and historic sites. Some of the best parks include Turkey Run, Brown County, White River, Whitewater Memorial, and McCormick's Creek. I have had the opportunity to visit the grounds of Turkey Run, Brown County, and White River and had a wonderful time while hiking.

Another great activity to do in Indiana is visit museums. The Indianapolis Children's Museum offers educational exhibits including Dinosphere and the Anne Frank Peace Park with exhibits of the Seven Wonders of the World. The Indianapolis Museum of Art has over fifty thousand artworks and is home to the Virginia B. Fairbanks Art and Nature Park, which provides an urban oasis of woodlands, wetlands, lakes, and meadows. On the museum grounds, the Oldfield's-Lilly House gives visitors a glimpse into a country estate in the early twentieth century.

A worthwhile place to visit is the Indianapolis Motor Speedway. Built in 1909, it is home to the greatest spectacle in racing: the Indianapolis 500 Indy races. The stadium showcases the apex in automotive design. In addition to the Indy car races, there are Brickyard 400 NASCAR races, Grand Prix events, and GP moto-race events. Races can be expensive; a more wallet-friendly alternative is to attend qualifying time trials or to take a tour and visit the museum on the grounds during the non-race times of the year. Visiting the Indianapolis Motor Speedway provides fun for the whole family.

Indiana has so much to offer. Enjoy scenic landscapes in the great outdoors of our state parks or artistic landscapes in the great halls of our museums. And for those with the need for speed, who can resist the spectacle of watching cars whiz by at nearly 200 miles per hour? I can't imagine living anywhere else!

1 Exploring



LEARNING OBJECTIVES

- 1.1 Define exploring.
- 1.2 Identify your topic.
- 1.3 Identify your audience.
- 1.4 Identify your purpose.
- 1.5 Practice exploring strategies.
- 1.6 Practice journal and portfolio writing.

Before creating a final image, an artist takes the time to consider what to create. Similarly, before developing a draft, a writer needs to explore the topic.

What Is Exploring?

1.1 Define exploring.

Have you ever been given a writing subject and then stared at the blank page, thinking, “I don’t know what to write”? Well, it is not necessary to write a good paragraph or essay immediately. There are certain things that you can do to help focus on your topic.

Understanding Your Assignment

As soon as you are given an assignment, make sure that you understand the task. Answer the following questions about the assignment.

- How many words or pages should I write?
- What is the due date for the assignment?
- Are there any special qualities my writing should include?

After you have considered your assignment, follow the four steps in the exploring stage of the writing process.

Exploring

STEP 1 Think about your topic. Determine what you will write about.

STEP 2 Think about your audience. Consider your intended readers and what interests them.

ESSAY LINK
When you plan an essay, follow the four exploring steps in the same way.

STEP 3 Think about your purpose. Ask yourself why you want to write.

STEP 4 Try exploring strategies. Experiment with different ways to generate ideas.

Topic

1.2 Identify your topic.

Your **topic**, or **subject**, is what you are writing about. When an instructor gives a topic for your writing, narrow the topic and find an angle that interests you. For example, if your instructor asks you to write about travel, you can take many approaches to the topic. You might write about the dangers of travel or explain what people can learn when they travel. Try to narrow the topic to suit your interests. When thinking about your topic, ask yourself the following questions.

- What special knowledge do I have about the topic?
- What subtopics are most relevant to me?
- What aspect of the topic arouses my emotions?

Audience

1.3 Identify your audience.

Your **audience** is your intended reader. Your audience might be your instructor, your classmates, your boss, your coworkers, and so on. Remember to adapt your language and vocabulary for a specific audience. For example, in a report written for your business class, you might use specialized accounting terms that would not be appropriate in an essay for another class. When you think about your audience, ask yourself the following questions.

- Who will read my assignment? Will the reader be my instructor, or will other students also read it?
- What does my audience already know about the topic?
- What information will my readers expect?
- Should I use formal or informal language?

HINT: Instructor as the Audience

Your instructor represents a general audience. Such an audience will expect you to use correct grammar and to reveal what you have learned or understood about the topic. Do not leave out information because you assume that your instructor is an expert in the field. Your ideas should be presented in a clear and organized manner.

Purpose

1.4 Identify your purpose.

Your purpose is your reason for writing. Sometimes you may have more than one purpose. When you consider your purpose, ask yourself the following questions.

- Is my goal to **entertain**? Do I tell a personal story or anecdote?
- Is my goal to **persuade**? Do I convince the reader that my point of view is correct?
- Is my goal to **inform**? Do I explain something or present information?

HINT: General and Specific Purpose

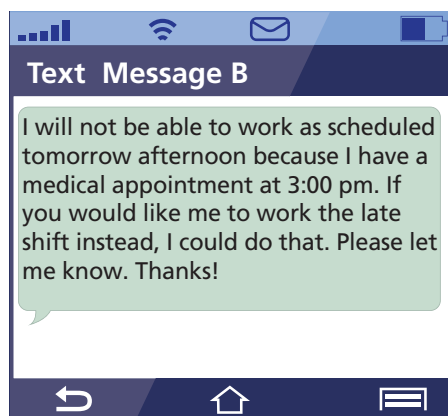
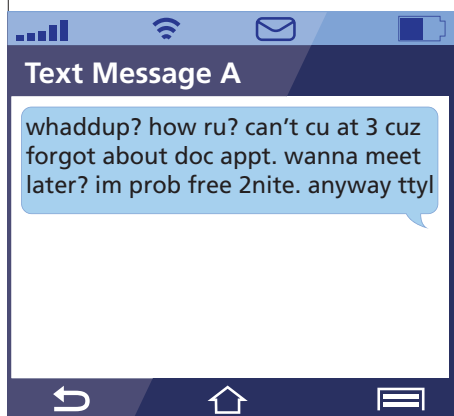
Your **general purpose** is to entertain, inform, or persuade. Your **specific purpose** is your more precise reason for writing. For example, imagine that you have to write about music. You can have the following general and specific purposes.

General purpose: to inform

Specific purpose: to explain how to become a better musician

Practice 1

Read text messages A and B. Then answer the questions that follow.



1. Who is the intended audience for text message A?

___ friend ___ boss

What language clues helped you determine the audience?

2. Who is the intended audience for text message B?

___ friend ___ boss

What language clues helped you determine the audience?

Practice 2

Read each selection carefully. Underline any words or phrases that help you identify its source, audience, and purpose. Then answer the questions that follow each selection.

EXAMPLE:

I'm totally psyched about learning the drums. It's taken me a while to get used to keeping up a steady beat, but I think I'm getting it. My drum teacher is cool, and he's pretty patient with me. I try to practice, but it bugs the neighbors when I hit the cymbals.

● Slang

● Slang, informal tone

What is the most likely source of this paragraph?

- a. website article b. textbook c. email

What is its purpose? To inform

Who is the audience? Friend or family member

1. The nationalist movement in music was first felt in Russia, where music had been dominated entirely by foreign influence. Starting in the middle of the nineteenth century, Russian composers began to write operas in their own language, on Russian themes, and they often based their librettos on literary works by the great Russian writers of the time.

What is the most likely source of this paragraph?

- a. short story b. textbook c. email

What is its purpose? _____

Who is the audience? _____

2. When dealing with club managers, it is imperative that you act professionally. Get all the details of a gig in advance. Doing so will eliminate any confusion or miscommunication that could result in a botched deal. It will also instantly set you apart from the legions of flaky musicians that managers must endure on a daily basis. That's a good thing.

What is the most likely source of this paragraph?

- a. website article b. novel c. email

What is its purpose? _____

Who is the audience? _____

3. We are rather a musical family, and when Christiana sees me, at any time, a little weary or depressed, she steals to the piano and sings a gentle **air** she used to sing when we were first betrothed. So weak a man am I, that I cannot bear to hear it from any other source. They played it once, at the Theatre, when I was there with Little Frank; and the child said wondering, "Cousin Michael, whose hot tears are these that have fallen on my hand!"

What is the most likely source of this paragraph?

- a. short story b. textbook c. email

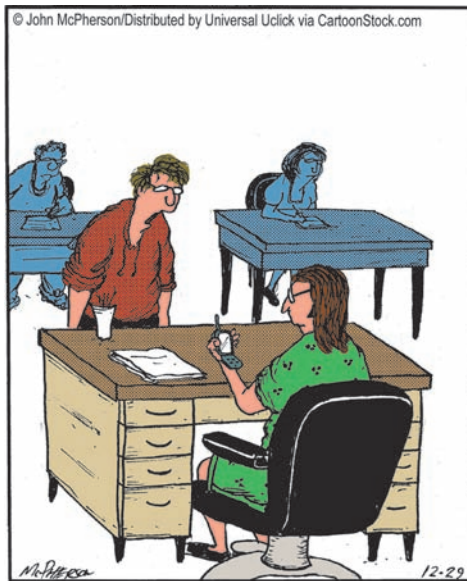
What is the purpose? _____

Who is the audience? _____

air: song (also known as aria)

Practice 3

View the following cartoon on the next page. What is the topic? Who is the audience? What is the purpose? Does the cartoon achieve its purpose?



"My computer's hard drive crashed, so I text-messed you my term paper."

John McPherson/Distributed by Universal Uclick via www.CartoonStock.com

Exploring Strategies

1.5 Practice exploring strategies.

After you determine your topic, audience, and purpose, try some **exploring strategies**—also known as **prewriting strategies**—to help get ideas flowing. The four most common strategies are freewriting, brainstorming, questioning, and clustering. It is not necessary to do all of the strategies explained in this chapter. Find the strategy that works best for you.

You can do both general and focused prewriting. If you have writer's block and do not know what to write, use **general prewriting** to come up with possible topics. Then, after you have chosen a topic, use **focused prewriting** to find an angle of the topic that is interesting and that could be developed in your paragraph.

HINT: When to Use Exploring Strategies

You can use exploring strategies at any stage of the writing process.

- To find a topic
- To narrow a broad topic
- To generate ideas about your topic
- To generate supporting details

Freewriting

Freewriting is writing for a limited period of time without stopping. The point is to record the first thoughts that come to mind. If you have no ideas, you can indicate that in a sentence such as "I don't know what to write." As you write, do not be concerned with your grammar or spelling. If you use a computer, let your ideas flow and do not worry about typing mistakes.

TECHNOLOGY LINK

On a computer, try typing without looking at the screen or with the screen turned off. Don't worry about mistakes. You can also try using the dictation notetaking function on your smartphone as a freewriting tool. Talk thoughts out freely into the microphone to help generate ideas. You can then refer to those notes when writing.

TIA'S FREEWRITING

College student Tia Clement did freewriting about her favorite place. During her freewriting, she wrote everything that came to mind.

Don't know. The coffee shop? The snacks are good. Friends hang there. What else? The beach. Love that sand. My bedroom is really cozy. Calm colors. I can relax there. Feel safe in my room. I listen to music. Songs help me sleep. Nature. Love trees and flowers in the park. Feel free when I'm outdoors in a natural place. Love grass under my bare feet. Feels awesome.

TIA'S FOCUSED FREEWRITING

After Tia did her general freewriting, she underlined ideas that she thought she could expand into a complete paragraph. Then she developed one of her underlined ideas. Her purpose was to describe, so she decided to do focused freewriting about the beach.

The beach. It is a joyous place. The houses and hotels are around it. Gotta love the sound of the ocean. So peaceful. Water never ends it goes on and on. When does it stop? Goes forever. Smells like salt. What else? The bright sun reflects off the water. So warm on my skin. I love the feeling of sand between the toes. Hot sand burns my feet. Lots of sounds. Kids playing, birds. Adults chatting. The air feels thick. And damp. A feeling of happiness.

The Writer's Desk: Freewriting

Choose one of the following topics and do some freewriting. Remember to write without stopping.

Stress

Nature

Sports

Brainstorming

Brainstorming is like freewriting except that you create a list of ideas, and then stop and think about what's on the list. As you think about the topic, write down words or phrases that come to mind. Do not be concerned about grammar or spelling. The point is to generate ideas.

JIN'S BRAINSTORMING

College student Jin Park brainstormed about health issues. He made a list of general ideas.

- lack of health care
- obesity
- fast food
- not enough exercise

JIN'S FOCUSED BRAINSTORMING

Jin chose "not enough exercise" as his topic, and then he did focused brainstorming.

- gaming and game apps
- parents worry about dangers on streets
- sports activities (e.g., football) cost a lot for fees, equipment, etc.
- too much sitting at school
- not enough physical education time
- need more community sports programs

The Writer's Desk: Brainstorming

Choose one of the following topics and brainstorm. Create a list of ideas.

Ceremonies

Gossip

Good or bad manners

Questioning

Another way to generate ideas about a topic is to ask yourself a series of questions and write responses to them. The questions can help define and narrow a topic. One common way to do this is to ask *who*, *what*, *when*, *where*, *why*, and *how* questions. Like other exploring strategies, questioning can be general or focused.

RACHEL'S QUESTIONING

College student Rachel Jubinville used a question-and-answer format to generate ideas about family.

What is a family?	—a unit of people tied by blood or legal documents
Can friends be considered like family?	— maybe long-time friends become part of an extended family
What are problems in families?	—abuse, bankruptcy, grudges, divorce, jealousy
How do families stay together?	—love, patience, withholding judgment, listening to each other, acceptance of differences
When can families connect the best?	—holidays, weddings, funerals, weekly dinners
Why is our family important?	—provides support and connection, helps during times of crisis

The Writer's Desk: Questioning

Choose one of the following topics and write questions and answers. Ask who, what, when, where, why, and how questions.

Technology

Patriotism

Celebrities

Clustering

Clustering is like drawing a word map; ideas are arranged in a visual image. To begin, write your topic in the middle of the page and draw a box or a circle around it. That idea will lead to another, so write the second idea and draw a line connecting it to your topic. Keep writing, circling, and connecting ideas until you have groups, or “clusters,” of them on the page. You can use clustering to get ideas about a general or a specific topic.