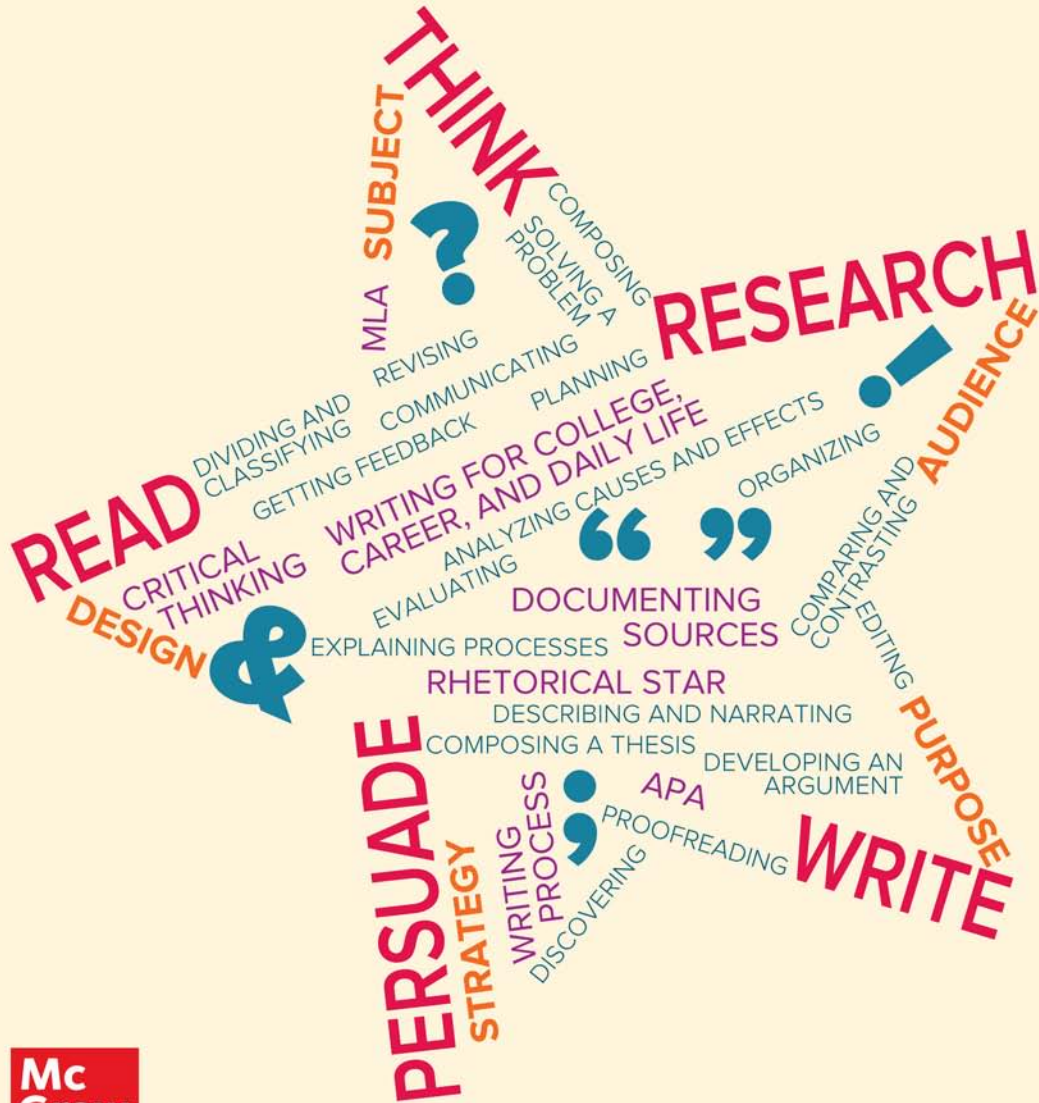


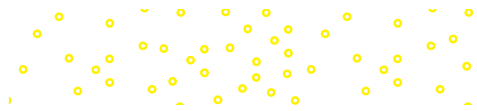
This International Student Edition is for use outside of the U.S.

WriteNow

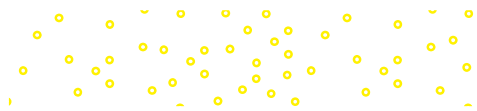
Fourth Edition

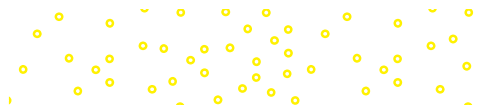


KARIN L. RUSSELL



WriteNow



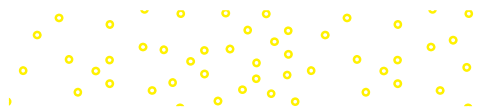


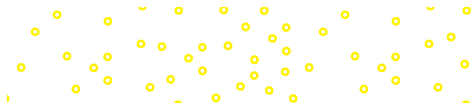
WriteNow

FOURTH EDITION

Karin L. Russell

Keiser University





WRITE NOW

Published by McGraw Hill LLC, 1325 Avenue of the Americas, New York, NY 10019. Copyright ©2024 by McGraw Hill LLC. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill LLC, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LCR 28 27 26 25 24 23

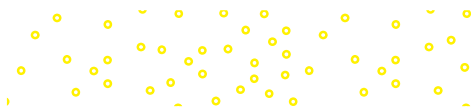
ISBN 978-1-266-19659-1

MHID 1-266-19659-5

Cover Image: *McGraw Hill*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.



BRIEF TABLE OF CONTENTS

Part 1 INTRODUCTION TO WRITING

- 1** Getting Started: The Rhetorical Situation 2
- 2** The Writing Process 20
- 3** Writing Sentences, Paragraphs, and Essays 52
- 4** The Critical Thinking, Reading, and Writing Connection 68

Part 2 WRITING STRATEGIES

- 5** Describing and Narrating: Memories 92
- 6** Dividing and Classifying: Media and Popular Culture 121
- 7** Explaining a Process: Cultures and Traditions 147
- 8** Comparing and Contrasting: Computers and Technology 175
- 9** Analyzing Causes and Effects: Health and Medicine 207
- 10** Persuading: Relationships 233
- 11** Evaluating: Film and the Arts 265
- 12** Solving a Problem: Crime and Justice 292

Part 3 RESEARCH GUIDE

- 13** Planning and Writing a Research Paper 334
- 14** Documenting a Research Paper 355
- 15** Delivering an Oral Presentation or a Multimodal Composition 418

Part 4 EDITING GUIDE

- A** Editing Sentences 442
- B** Editing Words (Diction) 448
- C** Editing Grammar 454
- D** Editing Punctuation 466
- E** Editing Mechanics 475
- F** Editing Spelling 480

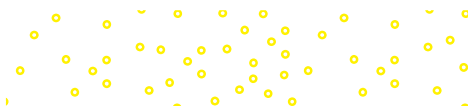


Table of Contents

Part 1 Introduction to Writing

1 > Getting Started: The Rhetorical Situation 2

Learning Outcomes 2

1.1 Create an Ideal Writing Environment 3

1. Find a Good Place to Write 3
2. Plan Your Time to Write 3
3. Select Your Materials 3
4. Establish a Method for Saving Your Work 4
5. Create an Inviting Atmosphere 4
6. Minimize Distractions 4

1.2 Analyze the Rhetorical Situation: The Star Approach 5

- Subject 5
- Audience 5
- Purpose 7
- Strategy 10
- Design 10
- Applying the Rhetorical Star Analysis 12

ARTICLE Balancing College and Work Demands by Robert Feldman 13

1.3 Writing Attitude Survey 15

STUDENT WRITING A Literary Genius I Am Not 17

Chapter Summary 18

What I Know Now 19

2 > The Writing Process 20

Learning Outcomes 20

Following the Writing Process 21

2.1 Discovering 21

2.2 Planning 26

2.3 Composing 33

2.4 Getting Feedback 33

Tips for Peer Reviewers 34

Tips for Writers 34

2.5 Revising 36

Adding and Deleting Ideas 36

Developing 36

Arranging 36

2.6 Editing 37

Word Choice (Diction) 37

Sentence Structure 37

Grammar 37

Punctuation 38

Spelling/Usage 38

Mechanics 38

2.7 Proofreading 38

One Student's Writing Process 38

1. Discovering 39

2. Planning 40

3. Composing 41

THOMAS GORSUCH'S FIRST DRAFT Media

Madness in the Music World by Thomas Gorsuch 41

4. Getting Feedback 42

5. Revising 42

THOMAS GORSUCH'S SECOND DRAFT Media

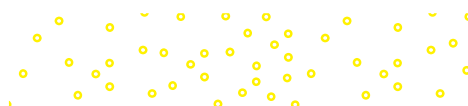
Madness in the Music World by Thomas Gorsuch 45

6. Editing 46

THOMAS GORSUCH'S THIRD DRAFT Media

Madness in the Music World by Thomas Gorsuch 46

7. Proofreading 48



THOMAS GORSUCH'S FINAL DRAFT

Madness in the Music World by Thomas Gorsuch 48

CLEAN COPY OF THOMAS GORSUCH'S FINAL

PAPER Madness in the Music World by Thomas Gorsuch 49

Chapter Summary 50

What I Know Now 51

3 > Writing Sentences, Paragraphs, and Essays 52

Learning Outcomes 52

3.1 Writing a Sentence 53

Sentence Components 53

Parts of Speech 53

Sentence Variety 53

3.2 Writing a Paragraph 55

Topic Sentence 56

Supporting Sentences 56

Transitions 57

Concluding Sentence 58

Model Paragraph 59

3.3 Writing an Essay 60

Introductory Paragraph 60

Body Paragraphs 63

Concluding Paragraph 64

READING AND REFLECTION: MODEL ESSAY In

Praise of the F Word by Mary Sherry 64

Chapter Summary 67

What I Know Now 67

4 > The Critical Thinking, Reading, and Writing Connection 68

Learning Outcomes 68

Thinking Critically 69

4.1 Reading and Interpreting Written Texts 69

1. Pre-read and Anticipate 69

2. Read and Analyze 70

3. Reread and Annotate 70

READING AND REFLECTION: ANNOTATED MODEL

ESSAY Will New Female Rappers Shatter Hip Hop's Glass Ceiling? by Linda Laban 72

4.2 Participating in Class Discussions about Readings 74

4.3 Reading and Interpreting Visual Texts 75

Reading and Interpreting Visual Texts 76

INTERPRETING VISUAL TEXTS Interpreting an Image 77

INTERPRETING VISUAL TEXTS Interpreting a Graph 78

INTERPRETING VISUAL TEXTS Interpreting an Ad 80

Reading and Interpreting Websites 81

INTERPRETING VISUAL TEXTS Interpreting a Website 82

4.4 Logical Fallacies 83

STUDENT WRITING The Body of an Olympian by Stacie Ross 87

Chapter Summary 88

What I Know Now 89

Part 2 Writing Strategies

5 > Describing and Narrating: Memories 92

Learning Outcomes 92

Writing Strategy Focus: Describing and Narrating 93

5.1 Real-World Applications for Describing and Narrating 93

Writing Descriptive Narratives in College 93

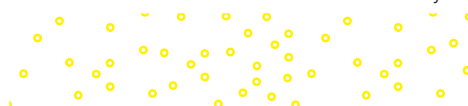
Writing Descriptive Narratives in Your Daily Life 93

Writing Descriptive Narratives in Your Career 93

5.2 Qualities of Effective Descriptive Narrative Writing 95

1. Establish a Clear Purpose 95

2. Identify the Time and Place 96



3. Keep a Consistent Point of View 96
4. Keep the Verb Tense Consistent 97
5. Include Plenty of Details and Sensory Appeal 97
6. Present the Details in a Logical Sequence 98
7. Use Dialogue Effectively 98
8. Include Visual Aids If Appropriate 98
9. End with a Thought-Provoking Conclusion 99

CAREER-BASED DESCRIPTIVE NARRATIVE

WRITING Case Narrative by Kris Bishop, COTA/L 99

CAREER-BASED DESCRIPTIVE NARRATIVE

WRITING School Discipline Form 102

5.3 Describing and Narrating in the Context of Memories 104

READING AND REFLECTION: DESCRIPTIVE

NARRATIVE WRITING From *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs 104

READING AND REFLECTION: DESCRIPTIVE

NARRATIVE WRITING Bound to Remember by Alexis Lawson 107

READING AND REFLECTION: DESCRIPTIVE

NARRATIVE WRITING Mother to Son by Langston Hughes 110

STUDENT WRITING Adrenaline Rush by Claudia Martinez 111

STUDENT WRITING The Ring by Danielle Malico 112

Options for Writing a Descriptive Narrative Essay 114

- Writing Assignment Topics 114
- Multimodal Assignment 114
- Interpreting an Advertisement 115
- Writing about an Image 116
- Media Connection for Describing and Narrating 116

5.4 Analyzing the Rhetorical Star for Writing a Descriptive Narrative 117

5.5 Applying the Writing Process for Describing and Narrating 118

Writer’s Checklist for Writing a Descriptive Narrative 119

Chapter Summary 120

What I Know Now 120

6 > Dividing and Classifying: Media and Popular Culture 121

Learning Outcomes 121

Writing Strategy Focus: Dividing and Classifying 122

6.1 Real-World Applications for Dividing and Classifying 122

Writing to Divide and Classify in College 122

Writing to Divide and Classify in Your Daily Life 122

Writing to Divide and Classify in Your Career 122

6.2 Qualities of Effective Division and Classification Writing 124

1. Determine a Purpose for Your Classification 124
2. Choose Distinct Categories Based on Common Traits or Principles 124
3. Organize the Categories Logically 124
4. Use Relevant Details and Examples to Explain Each Category and Support Your Thesis 125
5. As You Analyze Each Category, Make Comparisons to Other Categories for Clarification 125
6. Conclude Your Essay Effectively 125

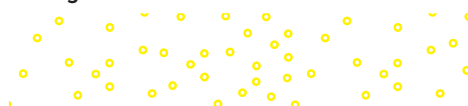
CAREER-BASED DIVISION AND

CLASSIFICATION WRITING Massage: Types of Responses to Treatment by William Prentice 126

6.3 Dividing and Classifying in the Context of Media and Popular Culture 127

READING AND REFLECTION: DIVISION AND

CLASSIFICATION WRITING Six of the Most Popular Genres in the Anime Industry by Theo J. Ellis 128



READING AND REFLECTION: DIVISION AND CLASSIFICATION WRITING Most Popular Podcast Formats by Christian Cawley 130

READING AND REFLECTION: DIVISION AND CLASSIFICATION WRITING from “A Carnival Jangle” by Alice Ruth Moore 134

STUDENT WRITING A Glimpse into Four Styles of Rap by Tracie Ranew 136

OPTIONS FOR WRITING A DIVISION AND CLASSIFICATION ESSAY 138

Writing Assignment Topics 139

Multimodal Assignment 139

Interpreting an Advertisement 140

Writing about an Image 141

Media Connection for Dividing and Classifying 141

6.4 Analyzing the Rhetorical Star for Dividing and Classifying in Writing 142

6.5 Applying the Writing Process for Dividing and Classifying 143

Writer’s Checklist for Writing a Division and Classification Essay 145

Chapter Summary 146

What I Know Now 146

7 > Explaining a Process: Cultures and Traditions 147

Learning Outcomes 147

Writing Strategy Focus: Explaining a Process 148

7.1 Real-World Applications for Explaining Processes 148

Writing to Explain Processes in College 148

Writing to Explain Processes in Your Daily Life 148

Writing to Explain Processes in Your Career 148

7.2 Qualities of Effective Process Analysis Writing 150

1. Begin with a Clear Introduction 150

2. Include a List of Materials 150

3. Explain Each Step in Chronological Order 150

4. Define Special Terms 151

5. Give Helpful Tips and Warnings as Needed 151

6. Include Visual Aids as Needed 151

7. End with a Decisive Conclusion 151

CAREER-BASED PROCESS WRITING Steps in Venipuncture by Rose Farhat 152

CAREER-BASED PROCESS WRITING How to Feed a Nursing Home Resident by Marissa Scott 153

7.3 Explaining Processes in the Context of Cultures and Traditions 154

READING AND REFLECTION: PROCESS WRITING A Picnic with the Dead by Diana López 155

READING AND REFLECTION: PROCESS WRITING Bringing Out the Flirt in You by Christine Ng 157

READING AND REFLECTION: PROCESS WRITING “Take Me Out to the Ball Game” Lyrics by Jack Norworth, Music by Albert Von Tilzer 161

STUDENT WRITING Cooking Oxtails, Jamaican Style! by Karen Ebanks 162

STUDENT WRITING How to Make a Traditional Hawaiian Lei by Alexander Gehring 164

OPTIONS FOR WRITING A PROCESS ESSAY 166

Writing Assignment Topics 166

Interpreting an Advertisement 167

Multimodal Assignment 167

Writing about an Image 167

Media Connection for Explaining Processes 168

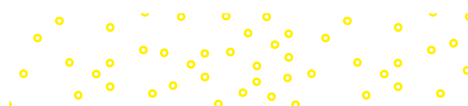
7.4 Analyzing the Rhetorical Star for Explaining a Process in Writing 169

7.5 Applying the Steps for Writing about a Process 171

Writer’s Checklist for Explaining a Process 173

Chapter Summary 174

What I Know Now 174



8 > Comparing and Contrasting: Computers and Technology 175

Learning Outcomes 175

Writing Strategy Focus: Comparing and Contrasting 176

8.1 Real-World Applications for Comparing and Contrasting 176

- Writing to Compare and Contrast in College 176
- Writing to Compare and Contrast in Your Daily Life 176
- Writing to Compare and Contrast in Your Career 176

8.2 Qualities of Comparison and Contrast Writing 178

1. Begin by Identifying the Elements You Are Comparing 178
2. Use a Block or Point-by-Point Approach 178
3. Describe Your Subjects Fairly and Accurately 179
4. Consider Using an Analogy 179
5. Use Transitions to Help Your Writing Flow Smoothly 179
6. Conclude Logically 180

8.3 Comparing and Contrasting in the Context of Computers and Technology 180

CAREER-BASED COMPARING AND CONTRASTING Block Pattern The Evolving Workplace by Peter Cardon 181

Point-by-Point Pattern Characteristics of the Social Age by Peter Cardon 182

READING AND REFLECTION: COMPARING AND CONTRASTING Pros & Cons of Alternative Medicine, Modern Medicine, & Traditional Medicine by Krystina Ostermeyer 185

READING AND REFLECTION: COMPARING AND CONTRASTING Zoom vs. Microsoft Teams vs. Google Meet: A Step-by-Step Comparison by Shreeya Chourasia 188

READING AND REFLECTION: COMPARING AND CONTRASTING Technology by Martin Dejnicky 190

READING AND REFLECTION: COMPARING AND CONTRASTING My Flamboyant Grandson by George Saunders 192

STUDENT WRITING Kindle vs. iPad by James Ingram, Amanda Laudato, and Daniel Volpe 197

Options for Writing a Comparison and Contrast Essay 198

- Writing Assignment Topics 199
- Multimodal Assignment 199
- Interpreting an Advertisement 200
- Writing about an Image 200
- Media Connection for Comparing and Contrasting 201

8.4 Analyzing the Rhetorical Star for Writing a Comparison and Contrast Essay 201

8.5 Applying the Qualities of Comparison and Contrast Writing 203

Writer's Checklist for Comparison and Contrast 205

Chapter Summary 206
What I Know Now 206

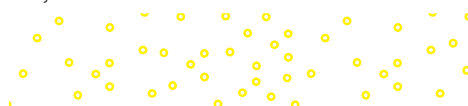
9 > Analyzing Causes and Effects: Health and Medicine 207

Learning Outcomes 207

Writing Strategy Focus: Explaining Causes and Effects 208

9.1 Real-World Applications for Explaining Causes and Effects 208

- Writing to Explain Causes and Effects in College 208
- Writing to Explain Causes and Effects in Your Daily Life 208
- Writing to Explain Causes and Effects in Your Career 208



9.2 Qualities of Effective Cause-and-Effect Writing 210

1. Begin by Identifying the Cause or Effect You Are Analyzing 210
2. Explain the Cause-and-Effect Relationship Convincingly 210
3. Organize the Causes and/or Effects Effectively 210
4. Use Sound Logic 212
5. Conclude Effectively 213

CAREER-BASED CAUSE-AND-EFFECT

WRITING Accident Report by the Occupational Safety and Health Administration (OSHA) 213

9.3 Analyzing Causes and Effects in the Context of Health and Medicine 214

READING AND REFLECTION: CAUSE-AND-EFFECT WRITING Cocaine: Why Is It So Addictive? by Steps Recovery Centers 215

READING AND REFLECTION: CAUSE-AND-EFFECT WRITING Lessons from a Diabetes Clinic in Malawi: Why Everyone Should Follow a Healthy Diet by Chimwemwe Kwanjo Banda and Adamson S. Muula 217

READING AND REFLECTION: CAUSE-AND-EFFECT WRITING 5 Health Benefits of Wearable Tech by Welbi 219

READING AND REFLECTION: CAUSE-AND-EFFECT WRITING The Leaves Are Bright Red by Bunkong Tuon 222

STUDENT WRITING Get Fit with Nintendo Switch by Olivia Covey 223

Options for Writing a Cause-And-Effect Essay 225

- Writing Assignment Topics 225
- Multimodal Assignment 226
- Interpreting an Advertisement 226
- Writing about an Image 227
- Media Connection for Explaining Causes and Effects 228

9.4 Analyzing the Rhetorical Star for Writing a Cause-and-Effect Essay 228

9.5 Applying the Writing Process for Explaining Causes and Effects 229

Writer's Checklist for Causes and Effects 231

Chapter Summary 231
What I Know Now 232

10 > Persuading: Relationships 233

Learning Outcomes 233

Writing Strategy Focus: Persuading 234

10.1 Real-World Applications for Persuading 234

- Writing to Persuade in College 234
- Writing to Persuade in Your Daily Life 234
- Writing to Persuade in Your Career 234

10.2 Qualities of Effective Persuasive Writing 236

1. Introduce the Issue You Are Debating 236
2. Make a Claim about Your Subject 236
3. Support Your Claim with Evidence That Appeals to Your Audience 237
4. Use Your Supporting Evidence Logically and Ethically 239
5. Organize Your Supporting Evidence Effectively 242
6. End Your Essay Effectively 243

CAREER-BASED PERSUASIVE

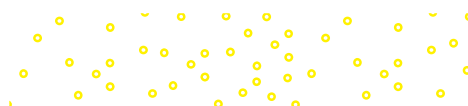
WRITING Résumé of Layara Mejias 244

CAREER-BASED PERSUASIVE WRITING Career Choice: Easy for Superheroes, Hard for Us: Spider-Man and the Power of Person-Environment Fit by Bryan Dik 246

10.3 Persuading in the Context of Relationships 247

READING AND REFLECTION: PERSUASIVE WRITING Why Is It Important to Get Along with Yourself? by Elita Torres 248

READING AND REFLECTION: PERSUASIVE WRITING Is Technology Helping or Hurting Your Relationship? by Melissa Scrivani 250



READING AND REFLECTION: PERSUASIVE

WRITING The Importance of Social Relationships Over the Life Course by Mark C. Pachucki 252

STUDENT WRITING Nursing by Thomas James “TJ” Pinkerton 254

Persuasion and Marketing 256

Options for Writing a Persuasive Essay 257

Writing Assignment Topics 257
Multimodal Assignment 258
Interpreting an Advertisement 258
Writing about an Image 259
Media Connection for Persuading 259

10.4 Analyzing the Rhetorical Star for Writing Persuasively 260

10.5 Applying the Writing Process for Persuading 262

Writer’s Checklist for Persuading 263

Chapter Summary 264
What I Know Now 264

11 > Evaluating: Film and the Arts 265

Learning Outcomes 265

Writing Strategy Focus: Evaluating 266

11.1 Real-World Applications for Evaluating 266

Writing to Evaluate in College 266
Writing to Evaluate in Your Daily Life 266
Writing to Evaluate in Your Career 266

11.2 Qualities of Effective Evaluative Writing 268

1. Describe the Subject You Are Evaluating 268
2. Make a Claim about the Subject You Are Evaluating 268
3. Choose Several Criteria for Your Evaluation 268

4. Make a Judgment about Each Criterion 269
5. Support Your Judgments with Specific Evidence 269
6. Be Fair with Your Judgments 270
7. End with a Final Claim about Your Subject 270

CAREER-BASED EVALUATIVE WRITING Sample Employee Evaluation Form 270

11.3 Evaluating in the Context of Film and the Arts 272

READING AND REFLECTION: EVALUATIVE WRITING *Shang-Chi and the Legend of the Ten Rings*: Film Review by Angie Han 273

READING AND REFLECTION: EVALUATIVE WRITING A New Exhibition Captures the Magic and Power of Tattoos across Cultures by Fareed Kavianani 275

READING AND REFLECTION: EVALUATIVE WRITING Review: Summer Walker *Still Over It* Spins Personal Turmoil into Gold—or Platinum by Matthew Ritchie 278

READING AND REFLECTION: EVALUATIVE WRITING The James Bond Movie by May Swenson 280

STUDENT WRITING Adventures in Crime by Amanda Archer 282

Options for Writing an Evaluative Essay 284

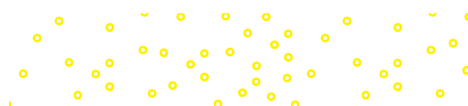
Writing Assignment Topics 284
Multimodal Assignment 284
Interpreting an Advertisement 285
Writing about an Image 286
Media Connection for Evaluating 286

11.4 Analyzing the Rhetorical Star for Writing an Evaluation 287

11.5 Applying the Writing Process for Evaluating 288

Writer’s Checklist for Evaluating 290

Chapter Summary 290
What I Know Now 291



12 > Solving a Problem: Crime and Justice 292

Learning Outcomes 292

Writing Strategy Focus: Solving a Problem 293

12.1 Real-World Applications for Solving a Problem 293

Writing to Solve a Problem in College 293

Writing to Solve a Problem in Your Daily Life 293

Writing to Solve a Problem in Your Career 293

12.2 Qualities of Effective Problem-Solving Writing 295

1. Identify a Problem and Demonstrate That It Exists 295
2. Appeal to Your Audience 295
3. State Your Claim 295
4. Propose One or More Solutions to the Problem 295
5. Organize Your Solution(s) Effectively 296
6. Persuade Your Audience That Your Solution or Solutions Are Feasible and Worthwhile 296
7. End with a Call to Action 297

CAREER-BASED PROBLEM-SOLVING

WRITING *From A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors by the NCIPC and the CDC* 297

12.3 Solving a Problem in the Context of Crime and Justice 299

READING AND REFLECTION: PROBLEM-SOLVING WRITING *Building Exits Off the Highway to Mass Incarceration: Diversion Programs Explained by Leah Wang and Katie Rose Quandt* 299

READING AND REFLECTION: PROBLEM-SOLVING WRITING *States of Emergency: The Failure of Prison System Responses to COVID-19 by Tiana Herring and Maanas Sharma* 304

READING AND REFLECTION: PROBLEM-SOLVING WRITING *Chicago Mayor Lori Lightfoot Proposes Further Traffic Ticket Reforms to Help Low-Income Motorists by Melissa Sanchez* 308

READING AND REFLECTION: PROBLEM-SOLVING WRITING *Trifles* by Susan Glaspell 310

STUDENT WRITING *Combating Juvenile Delinquency by Koray Easom* 322

Options for Writing a Problem-Solving Essay 325

Writing Assignment Topics 325

Multimodal Assignment 325

Interpreting an Advertisement 326

Writing about an Image 327

Media Connection for Solving a Problem 328

12.4 Analyzing the Rhetorical Star for Solving a Problem 328

12.5 Applying the Writing Process for Solving a Problem 330

Writer's Checklist for Solving a Problem 331

Chapter Summary 332

What I Know Now 332

Part 3 Research Guide

13 > Planning and Writing a Research Paper 334

Learning Outcomes 334

13.1 Discovering a Research Topic 335

13.2 Narrowing a Research Topic 335

13.3 Creating a Researchable Question 335

13.4 Writing a Preliminary Thesis Statement 336

13.5 Understanding Primary and Secondary Sources 337

Primary Sources 337

Secondary Sources 337



13.6 Locating Sources 337

- Library Catalog 338
- Books and Audiovisuals 339
- Reference Works 339
- Periodicals 339
- Databases 339
- Internet Searches 340
- Tips for Searching the Internet 340
- Blogs and Social Media 341

13.7 Evaluating Sources 342

- Critical Thinking 342
- Fake News 342
- Tips for Evaluating Sources 343

13.8 Taking Notes from Your Sources 344

- Summarizing 344
- Paraphrasing 345
- Quoting 346

13.9 Synthesizing Sources 347

13.10 Conducting Primary Research 347

- Surveys 347
- Personal Interviews 348

13.11 Creating an Outline 351

- STUDENT RESEARCH PAPER OUTLINE** How Scared Are You? by Neil Harris 351

13.12 Composing Your Research Paper 352

- STUDENT RESEARCH PAPER ROUGH DRAFT** How Scared Are You? by Neil Harris 352

Chapter Summary 353
What I Know Now 354

14 > Documenting a Research Paper 355

Learning Outcomes 355

14.1 Avoiding Plagiarism 356

14.2 Determining When to Cite or Not Cite a Source 357

- What Doesn't Need to Be Cited? 357
- What Does Need to Be Cited? 357

14.3 MLA Format 359

- MLA In-Text Citations 359
- MLA List of Works Cited 364
- MLA Research Paper Formatting Guide 380

STUDENT MLA RESEARCH PAPER From Stigma to Status by Margaret Rowland 381

14.4 APA Format 386

- APA In-Text Citations 386
- APA References 390
- APA Research Paper Formatting Guide 405

STUDENT APA RESEARCH PAPER From Stigma to Status by Margaret Rowland 408

Writer's Checklist for a Research Paper 416

Chapter Summary 417
What I Know Now 417

15 > Delivering an Oral Presentation or a Multimodal Composition 418

Learning Outcomes 418

15.1 Planning a Presentation 419

- Developing the Introduction 419
- Developing the Body 420
- Developing the Conclusion 420

15.2 Choosing Visuals 422

- Objects or Models 422
- Posters, Flip Charts, and Whiteboards 423
- Slides 423
- Video Clips 424
- Handouts 424

15.3 Delivering a Presentation 424

STUDENT OUTLINE FOR A PRESENTATION Texting While Driving by Anita Jitta 425

Presenter's Checklist 427

Observer's Checklist 427



15.4 Group Presentations 429

15.5 Creating a Multimodal Composition 430

1. Written/Linguistic Elements 431
2. Nonverbal Elements 432
3. Visual/Digital Elements 432
4. Audio Elements 438
5. Spatial Elements 439

Chapter Summary 439

What I Know Now 440

Part 4 Editing Guide

A. Editing Sentences

- Fragments 442
- Run-Ons and Comma Splices 443
- Mixed Constructions 445
- Faulty Parallelism 446
- Active and Passive Voice 447

B. Editing Words (Diction) 448

- Denotation and Connotation 448
- Jargon and Slang 449
- Clichés 449
- Biased Language 451
- Wordiness 453

C. Editing Grammar 454

- Pronouns 454
- Verbs 457
- Adjectives and Adverbs 462
- Dangling and Misplaced Modifiers 464

D. Editing Punctuation 466

- Commas (,) 466
- Semicolons (;) and Colons (:) 469
- Quotation Marks (“ ”) and (‘ ’) 470
- Ellipses (. . .) 471
- Apostrophes (‘) 471
- Hyphens (-) and Dashes (—) 473
- Parentheses () and Brackets [] 474

E. Editing Mechanics 475

- Capitalization 475
- Abbreviations 477
- Numbers 478
- Italics* and Underlining 479

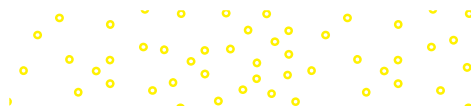
F. Editing Spelling 480

- Commonly Misspelled Words 480
- Homonyms 481

Glossary 484

Index 486

Editing and Proofreading Marks 495



Preface

College students taking the first-year composition course often wonder how it will benefit them. From the beginning, *Write Now* has been designed to respond to that question by demonstrating that being able to write effectively is essential for achieving success and that writing can be a worthwhile and satisfying experience. Now in its fourth edition, *Write Now* gives students greater confidence as they approach writing for college, for their careers, and for their everyday lives, while guiding them through the process of exploring ideas, drafting, revising, and editing their work. The fourth edition offers students plenty of practical, hands-on advice for dealing with any writing situation they might encounter, whether they are writing as college students or as nurses, police officers, office managers, or any other type of professional. *Write Now* provides students with the means to improve their reading, thinking, researching, writing, and persuasive skills through four key approaches:

- Rhetorical focus
- Real-life readings and examples
- Writing process guidance
- Embedded student support

These approaches are supported by McGraw Hill's Connect Platform.



connect[®] is a digital assignment and learning platform that strengthens the link between faculty, students, and coursework. With a suite of comprehensive and flexible resources designed to help students meet outcomes in first-year composition while reducing instructor workload, Connect includes *SmartBook* 2.0, Writing Assignment Plus with peer review, the McGraw Hill Composition Reader, Power of Process, the Connect Composition Essentials Handbook, Adaptive Learning Assignment, practice quizzes, and instructor resources.

RHETORICAL FOCUS

By teaching students how to analyze the rhetorical situation when planning their own writing or reading the work of others, *Write Now* helps them to navigate the writing they will do in college, in their careers, and in their personal lives.

Model Rhetorical Star Analysis of “Balancing College and Work Demands”



Subject	The segment covers several specific suggestions to help working college students manage their time and prioritize work and school activities effectively.
Audience	The primary audience consists of college students. A secondary audience may include people who are close to college students, such as a parent, partner, friend, or child. People who are not college students but have busy schedules would benefit from reading the article as well.
Purpose	The main purpose is to inform readers about ways to manage their time.
Strategy	The primary writing strategy is to explain the process of managing time. The author also uses persuasive strategy to convince students to use their time wisely, keep study materials close by, and thoughtfully prioritize job- and school-related obligations.
Design	The text is blocked into paragraphs, with bullet points and italicized headings to make the material easily readable. The images are relevant and appealing, and they serve to enhance the written text.

Rhetorical Star: A Tool to Reinforce the Writing Situation—*Write Now* guides students using a unique five-point approach—the **rhetorical star**—that focuses them on their subject, audience, purpose, strategy, and design. Throughout the text, the star reminds students to consider various rhetorical situations and provides them with a tool for analyzing any type of writing and for composing their own written work. Each **Model Rhetorical Star Analysis** demonstrates the critical thinking involved in planning a written work and in interpreting texts and visuals.

PEER REVIEW QUESTIONS FOR EXPLAINING CAUSES AND EFFECTS

Trade rough drafts with a classmate and answer the following questions about your peer's paper. Then, in person or online, discuss your papers and suggestions with your peer. Finally, make the changes you feel would most benefit your paper.

1. What cause-and-effect relationship is being analyzed? Is it clearly stated in the thesis?
2. Has the author convincingly explained the cause-and-effect relationship? Why or why not?
3. Are the causes and/or effects organized logically? Is there a better way to organize them? Explain.
4. Has the author included any logical fallacies? Explain.
5. What part of the essay is most memorable? Why?
6. Is the conclusion effective? Why or why not?
7. What kinds of grammatical errors, if any, are evident in the cause-and-effect essay?
8. What final suggestions do you have for the author?

Peer Review Questions—Tailored to the writing strategies—describing and narrating, classifying, explaining a process, comparing and contrasting, analyzing causes and effects, arguing, evaluating, and solving a problem—these questions help students critique the writing of others.

REAL-LIFE READINGS AND EXAMPLES

By providing a variety of real-life essays and examples, *Write Now* gives students a range of models to inform their own writing. The breadth of topics and authorship provides a range of opportunities for students to see authors and topics relevant to their own lives.

A Wide Variety of Engaging Reading Selections—

Carefully chosen to exemplify the qualities of each type of writing, to represent a diversity of authorship—half are written by authors who are Black, indigenous, and people of color—and to reflect the theme of each chapter in Part 2, the professional selections and student essays span numerous areas of interest and disciplines. They provide opportunities for students to apply critical reading strategies as well as topics and models for their own writing.

Career-Based Writing Examples—To emphasize the centrality of writing to the world of work, each chapter in Part 2 includes at least one career-based writing example, as well as a section explaining how students will apply each writing strategy they are learning in school in their careers and in their personal lives.

Reading and Reflection EVALUATIVE WRITING



Emma McIntyre/Getty Images

[preview] MATTHEW RITCHIE is a music and sports journalist based in Chicago, Illinois. He has written articles for a variety of publications, including *Pitchfork*, *Complex*, *Audiomack*, and many others. In the article that follows, which originally appeared in *HipHopDX*, Ritchie reviews an album called *Still Over It* by Summer Walker. To learn more about Summer Walker, go to summerwalkermusic.com. If possible, you may want to listen to or watch the video for “No Love,” “Unloyal,” “You Don’t Know Me,” or another song on the album before reading the review.

Review: Summer Walker *Still Over It* Spins Personal Turmoil into Gold—or Platinum by Matthew Ritchie

The entertainment news realm revolves around gossip and spilling tea with reckless abandon. The juicy morsels that keep *The Shade Room*'s lights on weaves heartbreaking details of her relationship's downfall into each track, backing them with great vocal moments.

STUDENT WRITING

The Ring by Danielle Malico

People all over the world spend valuable time and cash to see championship fights. Whether it is for boxing, wrestling, or ultimate fighting, crowds gather in bars and around televisions to support their favorite fighters. Many know what it is like to be a spectator, but few know the fighter's experience. I, on the other hand, have first-hand knowledge of what it is like to be in the ring.

The first sound I hear is the familiar bell that brings me to reality. All around are my friends, family, and people who want to see women brawl. This is far from a quiet event. The onlookers are comparable to screeching howler monkeys with beer and snacks in their hands. My body feels heavy, I am covered in



Karin L. Russell

Career-Based DESCRIPTIVE NARRATIVE WRITING

[preview] KRIS BISHOP has an AA degree in rehabilitating assisting, which combines the fields of occupational and physical therapy, a BS degree in health services administration, and an MBA with a concentration in healthcare management. Her passion is working with older patients, and her career in occupational therapy has provided her with experience working with all age groups and in many practice settings including acute care, rehabilitation hospitals, skilled nursing facilities, and home care. Bishop wrote the following case narrative about a patient she treated, Mrs. Thompson, who was in declining health after the death of her husband and needed rehabilitation to increase her ability to manage several daily living skills.

Case Narrative by Kris Bishop, COTA/L

Each Wednesday the rehabilitation team members of the 120-bed skilled nursing and rehabilitation facility meet to discuss patients' progress and challenges on the sub-acute rehabilitation unit. Patients who were admitted to this unit would be scheduled for daily therapies as prescribed by their Physiatrist, a physician who specializes in physical medicine and rehabilitation, or a Gerontologist,

Graduate SPOTLIGHT

Carlos Felix, Software Engineer

Carlos Felix has a degree in computer engineering. He is currently a software engineer for Harris Corporation, which is an information technology and communications company that serves government and commercial markets internationally. Here's what Felix has to say about the importance of written communication in his career:



Karin L. Russell



Spotlights on Writing in Professional Settings—Graduate Spotlights provide testimonials from real college graduates who emphasize the importance of writing skills in their careers. **Employer Spotlights** give students additional insight into the importance of writing in the work world.

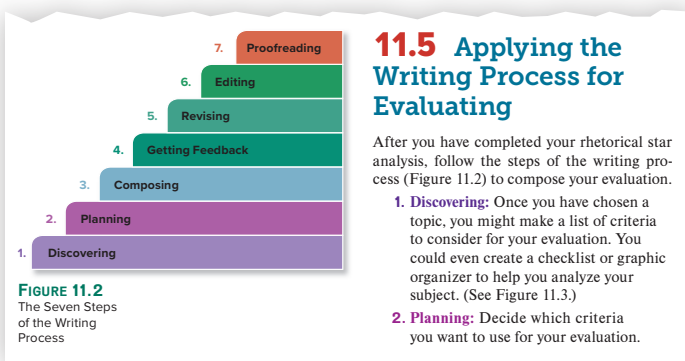
“Writing is a big part of what I do as a software engineer. Before I start on a development project, I have to make sure that there isn't already a product on the market that accomplishes what we need. I compare and contrast existing hardware and software with what I intend to create and write a report documenting my



Power of Process in Connect is a critical and analytical reading platform that contains over 100 additional assignable readings. Half the readings in the text are written by Black or indigenous writers or people of color. The readings can also be assigned alone through the McGraw Hill Composition Reader, without the *Power of Process* scaffolding.

WRITING PROCESS GUIDANCE

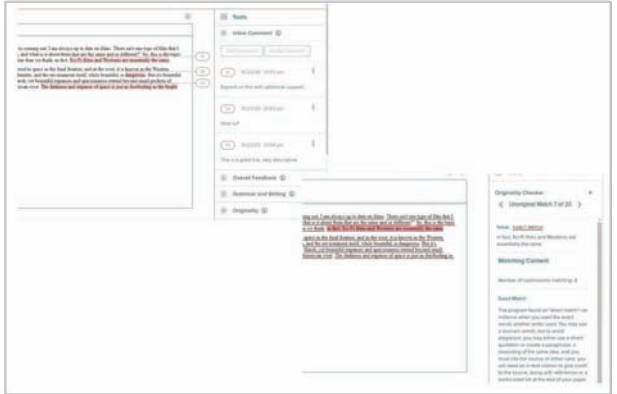
Write Now supports student writing by providing concrete and clear guidance on the writing process.



Seven Steps of the Writing Process—For each major writing assignment, students are guided through the writing process using the same seven steps but applying them to each type of writing with specific tips.

Writing Assignment Plus in Connect

with peer review supports each chapter by providing students with low-stakes writing opportunities. In *Writing Assignment Plus* with peer review, students draft responses to writing prompts and receive feedback from instructors. The peer review functionality allows students to review and comment on each other's work directly in the tool. Instructors can review all peer commenting and provide a separate overall peer review grade. Grammar checkers and originality detection alert students to issues before they submit their work. A customizable rubric provides assessment transparency to students, and allows them to see why they got their grade and how to improve. Additionally, instructors can select from pre-loaded writing assignments or create their own.



EMBEDDED STUDENT SUPPORT

Student learning and writing are supported through features and practice activities embedded within the text and available as part of the digital program.

Activities—Activities give students ample practice applying specific skills.

Activity Writing Topic Sentences

Brainstorm a list of at least five topics to which most college students can relate. The topics can be about music, television, movies, current events, school, careers, or other areas of interest. From that list, choose the two that you like best. Write a topic sentence for each topic you choose. Be sure each topic sentence includes the topic and an opinion and is a complete sentence.

Grammar Windows—In-chapter Grammar Windows provide brief instruction on common errors and exercises.

Grammar Window POINT OF VIEW

First person: I, me, my, mine, we, our, ours

Second person: you, yours

Third person: he, his; she, her, hers; they, their, theirs

The point of view needs to be consistent within a sentence or paragraph or readers will become confused. Watch for sentences where the point of view shifts for no reason.

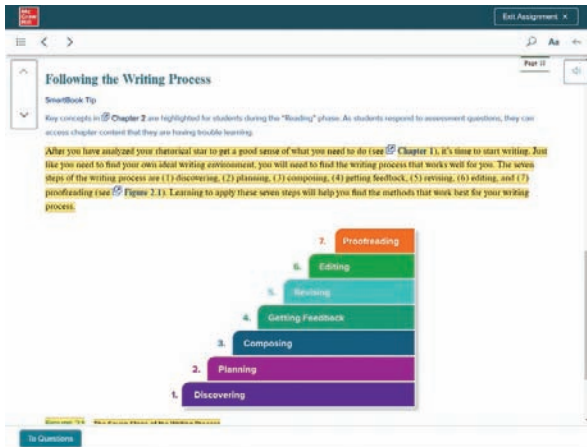
Exercise

Correct the shifts in point of view in the following sentences:

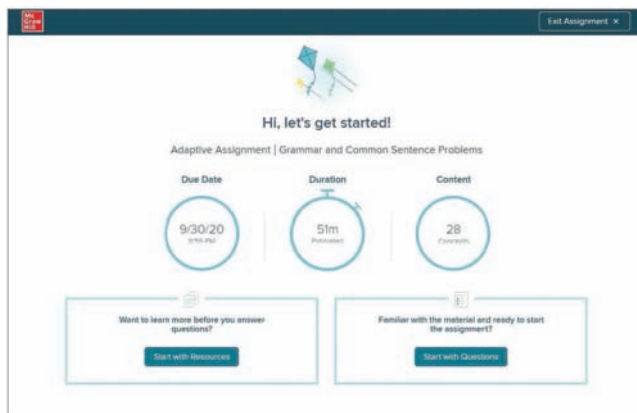
1. I looked at the spider and you got really scared.
2. You were driving along and they saw something furry cross the road.

Part 4, Editing—A comprehensive handbook section provides students with a handy reference to help them resolve specific writing issues.

Documentation—Enhanced coverage of documentation based on the most recent editions of the MLA and APA style guides includes models for new types of sources such as social media posts and formatting guidance for research papers.



SmartBook 2.0 in Connect helps students study more efficiently by highlighting what to focus on in the chapter and asking review questions. *SmartBook* creates a personalized study path customized to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on concepts requiring additional study. By taking the guesswork out of what to study, *SmartBook* fosters more productive learning and helps students better prepare for class.



Adaptive Learning Assignment in Connect provides students with adaptive, individualized support to help them with trouble spots in the reading and writing processes, grammar, and mechanics. Learning Resources provide instruction and remediation for topics as needed by the individual student.

Connect Composition Essentials Handbook in Connect—Connect includes the *Connect Composition Essentials* online handbook for students to refer to as needed. The handbook includes chapters on the writing process, argument, research, and documentation as well as grammar, punctuation, mechanics, and help for multilingual writers.

What's New in the Fourth Edition of *Write Now*?

Given the diversity of our students, we wanted the fourth edition to better reflect their lives. Thus we have given greater attention to diversity, equity, and inclusion in text and illustrations, and when choosing the authors and subject matter of readings. Half the professional readings in the text are written by Black or indigenous writers or people of color.

In addition, as information, both good and bad, continues to proliferate, we have focused on expanding and updating Chapter 13, “Planning and Writing a Research Paper,” to help students find and use appropriate sources. We have expanded coverage of evaluating sources, including using critical thinking skills and recognizing fake news. Furthermore, we have added sections explaining the difference between primary and secondary sources and how to synthesize sources with one’s own point of view.

Specific changes in each chapter are described below.

Part 1: Introduction to Writing (Chapters 1–4)

- Expanded treatment of diversity issues in audience analysis in Chapter 1.
- Additional coverage of thesis statements in Chapter 2.
- Increased coverage of applying critical thinking skills to cultural diversity, ethical issues, and accuracy issues

when interpreting texts and visuals in Chapter 4.

- A new visual text from NASA’s website for reading and interpreting in Chapter 4.

Part 2: Writing Strategies (Chapters 5–12)

- Chapter 5, “Describing and Narrating: Memories,” now includes a descriptive narrative essay by Alexis Lawson about growing up in her grandmother’s house in Ohio and having to move to North Carolina at the age of eight. It also includes new visual texts for reading and interpreting: a hotel ad and an image of a family vacation.
- Chapter 6, “Dividing and Classifying: Media and Popular Culture,” includes a new essay about six popular anime genres by Theo Ellis, and an excerpt from the story “A Carnival Jangle” by Alice Ruth Moore.
- Chapter 7, “Explaining a Process: Cultures and Traditions,” now includes an essay on flirting in the age of social media, written exclusively for this book by Christine Ng, and a new example of step-by-step illustrated instructions for celebrating Kwanzaa.
- Chapter 8, “Comparing and Contrasting: Computers and Technology,” includes a new selection comparing Zoom, Microsoft Teams, and Google Meet by Shreeya

- Chourasia and a new image from the film *Free Guy* for interpreting.
- Chapter 9, “Analyzing Causes and Effects: Health and Medicine,” includes a new Nintendo Switch advertisement for interpretation and four new readings:
 - A web article about the causes and effects of cocaine addiction, written by a drug rehabilitation organization, Steps Recovery Centers.
 - An article explaining the importance of a healthy diet by Chimwemwe Kwanjo Banda and Adamson S. Muula.
 - A web article about the benefits of wearable technology by welbi.co, a platform that helps health professionals manage the recreation activities of residents of senior living facilities.
 - A poem by Bunkong Tuon, a father worrying about his family’s well-being.
 - Chapter 10, “Persuading: Relationships,” now includes the résumé of Layara Mejias, a sonographer looking for a position as a health care administrator, and a persuasive essay explaining why it is important to get along with yourself by Elita Torres, a teacher and writer.
 - Chapter 11, “Evaluating: Film and the Arts,” now includes these new selections:
 - A review of the Marvel superhero film *Shang-Chi and the Legend of the Ten Rings* by Angie Han.
 - A review of an exhibition of tattoos from three cultures by Fareed Kaviani.
 - A review of a Summer Walker album by Matthew Ritchie.
 - Chapter 12, “Solving a Problem: Crime and Justice,” includes the following new readings:
 - A report about the problem of mass incarceration and potential solutions by Leah Wang and Katie Rose Quandt.
 - A report about problems with state prisons’ responses to the COVID-19 pandemic by Tiana Herring and Maanas Sharma.
 - An article about proposed reforms to Chicago’s traffic ticketing penalties by Melissa Sanchez.

Part 3: Research Guide (Chapters 13–15)

- Chapter 13, “Planning and Writing a Research Paper,” has been expanded and updated:
 - New section 13.5 on understanding the differences between primary and secondary sources.
 - New section 13.9 on synthesizing two or more sources with one’s own point of view.
 - Updated coverage of locating sources in section 13.6.
 - Expanded coverage of evaluating sources, including using critical thinking skills and recognizing fake news in section 13.7.

- Chapter 14, “Documenting a Research Paper,” has been extensively revised:
 - Completely updated coverage of APA style—including advice, in-text citations, references lists, and sample paper—based on the 7th edition of the *Publication Manual of the American Psychological Association* (2020).
 - Updated APA and MLA models for in-text citations and references/

works-cited lists for sources including social media posts, podcasts, games, software, YouTube videos and streaming content, and legal and business documents.

Part 4: Editing Guide

- The Editing Guide has been updated to reflect the evolving nature of language, including the gender-neutral use of the singular *they*.

Instructor Support

ANNOTATED INSTRUCTOR'S EDITION: TEACHING TIPS RIGHT ON THE PAGE

The *Annotated Instructor's Edition* includes classroom tips, tips for using *SmartBook* 2.0 and adaptive assessment, as well as classroom tips and answers to activities and Grammar Window exercises. It also provides tips for teaching co-requisite sections of first-year composition.

INSTRUCTOR'S MANUAL

The *Instructor's Manual* provides a wealth of material to draw on, including the following:

- Chapter outlines
- Lecture notes
- Vocabulary review
- Class activities
- Sample assignments and writing topics
- Connect resources
- Discussion questions for online/hybrid classes
- Graphic organizers that can be used as handouts
- Grading rubrics
- Peer review worksheets
- Co-requisite support

POWERPOINTS

The accessible PowerPoint presentations are designed to give new teachers confidence in the classroom and can be used as a teaching tool by all instructors. The slides emphasize key ideas from *Write Now* and help students take useful notes. Instructors can alter the slides to meet their own needs and, because the PowerPoints are WCAG compliant, the presentations can be shared with students using screen readers.

LMS AND GRADEBOOK SYNCHING

McGraw Hill offers deep integration for a range of LMS products. Deep integration includes functionality such as single sign-on, automatic grade sync, assignment level linking, and calendar Integration.

REPORTING

Connect Composition generates a number of powerful reports and charts that allow instructors to quickly review the performance of a specific student or an entire section.

CUSTOM OPTIONS FOR USING MCGRAW HILL CREATE®

With McGraw Hill Create, instructors can easily arrange chapters to align with their syllabus, eliminating chapters they do not wish to assign and adding any of the content available only from the McGraw Hill Create platform to build one or more print or eBook texts—including *Connect Composition* access codes—for their program. Instructors can also add their own material, such as the course syllabus, course rubric, course standards, or specific instruction, from which they want their students to benefit. For more information, go to <https://create.mheducation.com> or contact your McGraw Hill representative.

CO-REQUISITE COURSE SUPPORT

Co-requisite course support is available through the *Write Now* Pacing Guide. Within this resource, pacing guides for each chapter of the text offer co-requisite class support activities, as well as a chart to help instructors align co-requisite instruction with the goals of the composition course. Please contact your sales representative, or a member of the McGraw Hill English team, at english@mheducation.com, for more information.

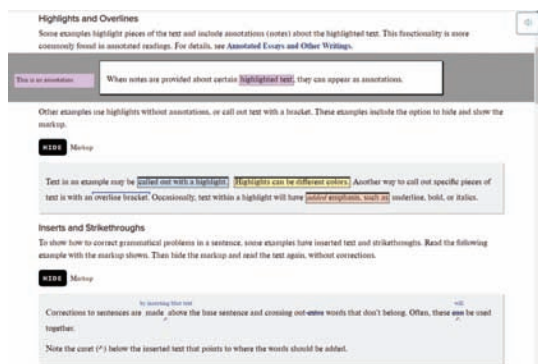
LEARNING FOR EVERYONE

At McGraw Hill Higher Education, our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences, grounded in research. To this end, assignments in Connect are WCAG compliant and updates to the ebook and *SmartBook* in the fourth edition go beyond WCAG compliance to create an

improved reading experience for all learners. These enhancements include improved functionality for reviewing annotated readings and editing marks.

We are committed to creating universally accessible products that unlock the full potential of each learner.

In addition, McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services office and ask them to email accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.



A Word from Karin Russell

For more than three decades, I have taught college-level writing courses and observed students and how they learn to become better writers. I chose to create Write Now because I felt there was a need for a complete yet concise four-in-one (rhetoric, reader, research guide, and handbook) textbook that incorporates sound pedagogical theory, appeals to students' interests, and demonstrates the relevance of being able to write clear, effective documents. Write Now emphasizes a process-oriented approach to writing that focuses on revision and the recursive nature of writing. One of the unique features of Write Now is the Rhetorical Star, which I developed to help students analyze their rhetorical situation. Building on Aristotle's rhetorical triangle, the Rhetorical

Star guides students through each writing assignment by encouraging them to consider their subject, audience, purpose, strategy, and design.

In addition to providing students with a variety of engaging readings, images, and activities to stimulate critical thinking and writing skills, I have included Graduate Spotlights, Employer Spotlights, and Career-Based Writing examples to emphasize to students just how important writing is, not only during their college experience but also in their careers and personal lives. Above all, Write Now sends students the message that being able to write effectively is essential for achieving success and that writing well can be a worthwhile and satisfying experience.

Acknowledgments

The fourth edition of *Write Now* would not be possible without the tremendous effort put forth by the McGraw Hill team. First of all, my thanks go to Mike Ryan, president, and Katie Stevens, vice-president, for their leadership. I'm very grateful to Erin Cosyn, portfolio manager for composition, for her wisdom and guidance in shaping this edition. Thanks as well go to Marion Castellucci, product developer, for her vast knowledge, attention to detail, high standards, and insightful suggestions for improving every aspect of the text, as well as to Cara Labell, lead product developer, for her advice and support. I'm grateful as well to Oakley Clark, senior product developer, for overseeing the preparation of the Connect course, Instructor's Manual, and supplements for the fourth edition. I'd also like to thank Kim Schroeder-Freund, marketing manager for composition, for expertly marketing the fourth edition. Jeni McAtee, content project manager, has attended to the many details necessary to get this edition ready. My thanks also go to Sarah Flynn, content licensing specialist, for overseeing the text permissions and photo research, and to Karen Sanatar, photo researcher, for giving me amazing options for the new images that appear in this edition. I'd also like to thank Beth Blech for overseeing the design and cover of the text. She has done wonders with the visual appeal of *Write Now*.

I am grateful to Heather Burke of Hondros College of Nursing for updating the Instructor's Manual and updating the sections on the resources available on Connect.

My thanks also go to the following reviewers, who have provided helpful comments and suggestions as we developed the fourth edition of *Write Now*:

Marian Anders, Alamance Community College

Keisha Jones, Harford Community College

Heather Burke, Hondros College of Nursing

Michele Poulos, ECPI University

Chad Clem, ECPI University

Kim Russell, West Kentucky Community and Technical College

Leslie Cox, Hussian College

Emmanuel Sigauke, Cosmunes River College

Elizabeth Donley, Clark College

Erin Stephens, Somerset Community College

Michael Dufresne, DeVry University

Laurie Wessely, Northern Virginia Community College

Anthony Edgington, University of Toledo

Anne Helms, Alamance Community College

Danielle Williams, Baylor University

About the Author

Karin Russell is a college English teacher whose experience in helping students achieve success has spanned more than three decades. Russell earned her undergraduate degree in elementary education at Stetson University and her master's degree in reading and language arts education at Florida State University. She continued her education in the English field by earning thirty-six graduate credit hours beyond the master's degree. She has taught composition, literature, humanities, research and writing, technical writing, developmental English, professional writing, and business writing courses for various Florida schools, including Eastern Florida State College (formerly Brevard Community College), Nova Southeastern University, and several career colleges.

For more than twenty-five years, Russell has been a full-time English instructor for Keiser University, where she also served as the university department chair for English, humanities, and communications for 12 years. Russell is especially interested in enabling students to develop their writing skills through a process-oriented approach and showing students how writing is applicable to their future careers. She passionately believes that nearly anyone can become a good writer with the right instruction and enough practice.



Rhonda Wetherington

PART 1

Introduction to Writing

Why Writing Is Important for Success

Writing effectively is an important skill, one that you can take with you and use for the rest of your life. To be successful in college, in your career, and in your life, you will need to be able to communicate effectively through writing. Whether you are composing a report for your boss, a paper for an instructor, or a letter to resolve a personal matter, being able to write well is essential. The good news is that you don't have to be naturally gifted to learn to become a strong writer. You

can develop your writing skills by studying and practicing writing. Whether you are 17 or 77, you have something worthwhile to say that others will be interested in reading. As you read this fourth edition of *Write Now*, you will learn and practice many valuable techniques that will help you to become a better reader, critical thinker, and writer so that you are able to interpret and communicate messages in an effective manner. Those skills will help you to accomplish your educational, career, and personal goals.

OVERVIEW of Part 1

• Chapter 1

- You will have an opportunity to create a writing environment that best suits your personality.
- Also, you will learn how to assess your rhetorical (or writing) situation. Finally, you will take a writing attitude survey.

• Chapter 2

- You will discover some strategies that work for you

- as you work through the steps of the writing process to produce a final, polished document.
- You will also see how a student writer went through the entire writing process.

• Chapter 3

- You will learn some methods for writing well-organized sentences, paragraphs, and essays.

• Chapter 4

- You will gain a better understanding of the connection between critical thinking, reading, and writing, and you will learn some strategies for applying critical thinking skills to analyze written and visual texts as well as websites.

Getting Started: The Rhetorical Situation



Creativa Images/Shutterstock

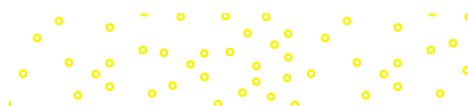
learning outcomes

In this chapter you will learn techniques for achieving these learning outcomes:

1.1 Create an ideal writing environment. *p. 3*

1.2 Analyze the rhetorical situation: the star approach. *p. 5*

1.3 Take a writing survey. *p. 15*



1.1 Create an Ideal Writing Environment

Even if you haven't had much success with writing in the past, you can become a good writer at school, on the job, and in your personal life. Your academic history doesn't define your future as a writer. Through this course, you will learn and apply many strategies that will strengthen your writing skills so you can say something worthwhile in a way that readers will find interesting. Instead of feeling overwhelmed by writing assignments, you will learn to break them into manageable tasks. Take a moment to visualize yourself writing a strong paper, one that you can proudly submit to your instructor or boss.

One way to help you achieve success is to create a comfortable writing atmosphere that contains everything you need to accomplish your task. Whether you are taking your class on campus or online, here are some steps to help you find your writing groove.

1. Find a Good Place to Write

Try writing in different places to discover where you experience the most success. Do you work better at home, in a library, in an empty classroom, outside, or in a café? Choose a place that won't be too distracting, whether at home or away from home. If you can't find a peaceful place, try listening to something soothing on your phone or tablet to reduce outside interference.

2. Plan Your Time to Write

What time of day are you the sharpest? Do you like to compose first thing in the morning, or does your brain get fired up in the middle of the night? Try to schedule your writing time when you are likely to develop your best work. If your busy life prevents you from writing at the opportune time, then learn to adapt your writing habits to your schedule. Though it may not be ideal, you can write a little bit at a time if necessary. For example, you might be able to write during your commute (if you're not driving) or even while waiting at the dentist's office. With the right attitude, you can be productive in nearly any environment at any time. Instead of making excuses for not having time to write, use the time that you do have wisely. Consider using a paper or digital calendar to plan time to write. Look for gaps in your schedule. If your writing time is on your calendar, you are less likely to fill that time with other, less productive tasks such as hanging out with friends or watching television.

3. Select Your Materials

Before you begin writing, assemble the materials you will need. Some writers like to brainstorm ideas on paper. If that's your style, do you prefer a legal pad, spiral notebook, or fancy journal? Do you have a favorite pencil or pen? Also, you should have a dictionary and thesaurus nearby. *Dictionary.com* and *Thesaurus.com* are excellent Web-based resources.

Other writers are comfortable starting right in with a computer. Make sure you have enough battery strength or a power supply so you won't lose momentum by having to

stop writing. Choose a font style, color, and size that make you comfortable during the composing process. You can always change them before you submit your work.

4. Establish a Method for Saving Your Work

What happens if you lose the folder or notebook that has your assignment in it? Whether you are writing on paper or on a computer, you'll need a backup system for situations like this one. Make a copy of written assignments. If you compose your assignment on a computer, then don't just trust your hard drive. Save a copy to the cloud, a flash drive, or another data-storage device. You can even email your assignment to yourself as an extra precaution so that it is stored safely.

For an online class, compose your assignments in a word processing program (such as Microsoft Word or Pages). Then copy and paste them into the online course platform. That way if you lose your Internet connection, or if the course system goes down while you are trying to post your assignment, you won't lose your work.

5. Create an Inviting Atmosphere

Determine what kind of environment most inspires you to write. Do you prefer order or chaos? Do you like bright or soft lighting? Do you prefer complete silence, or does listening to music help you to think clearly? Are you most comfortable sitting at a desk, or are you more creative on the sofa? Try different scenarios to see what kind of ambience helps you produce your best work.

6. Minimize Distractions

If you live with other people, ask them to give you some time for writing without interruptions. If you have children, arrange to have someone else watch them while you write. Turn off your TV and cell phone. Try to focus all of your energy on what you are writing so that you can concentrate and do your best work.

Sometimes you won't have an opportunity to choose your writing environment, such as when you're writing an in-class essay or when you're at work. If that's the case, do what you can to minimize distractions. Try to distance yourself from people with annoying habits, such as pen clicking or humming. Sit away from the door if noises from the hallway are likely to bother you. As you develop your writing skills, also work on learning how to tune out distractions so that you are able to write in a variety of circumstances.

Activity Imagining Your Ideal Writing Environment

Make a collage that represents your ideal writing environment. Include what you would see, where you would write, the materials you would use, and anything else you would need to create the right atmosphere for you. Write a brief description explaining the collage. You may be asked to share your ideal writing environment with a few classmates.

1.2 Analyze the Rhetorical Situation: The Star Approach

The term **rhetoric** simply refers to the art of communicating effectively through writing or speaking. The **rhetorical situation** refers to the circumstances that bring your communication into existence. Whether you are writing an essay for school, a report for your boss, or an email to your friend, your goal is to convey a message to the reader. You want to be sure that your reader understands the intent of your message. Therefore, every time you sit down to write, you need to consider five points of the rhetorical situation: subject, audience, purpose, strategy, and design.

These five points make up the “rhetorical star” (Figure 1.1). Each point of the star is an essential component of your final written product. Using the rhetorical star will help to ensure that you communicate effectively.

Subject

For some writing projects, you will need to determine what **subject** to cover. A subject is a general concept, such as health, technology, or crime. Choose an appropriate subject that fits within the parameters of your assignment (Figure 1.2). After you have selected a broad subject, you will need to narrow it to a specific topic, such as nutritional shakes, tablet features, or home security systems. Make sure your topic is narrow enough that you can adequately cover it in your document. For example, you wouldn’t be able to cover the entire subject of “staying fit” in a short paper, but you could adequately cover a few specific fitness techniques.

As you consider what you want to say and how much detail you want to include, keep your purpose and audience in mind. You might think about what your readers will already know about your subject and what they might want to learn. Also, consider whether research is necessary for you to adequately cover your topic. See Chapter 2 for more details about discovering and narrowing a topic for your paper.

Audience

Consider the readers who make up your **audience** (Figure 1.3). Are you writing for a particular *discourse community* (a group of people who share common interests, knowledge, and values related to a particular subject)? Each of us belongs to a number of discourse communities such as school clubs, social or religious groups, and professional organizations.

rhetoric The art of communicating effectively through writing or speaking.

rhetorical situation The circumstances that bring written or spoken communication into existence.

FIGURE 1.1
The Rhetorical Star



FIGURE 1.2
Subject

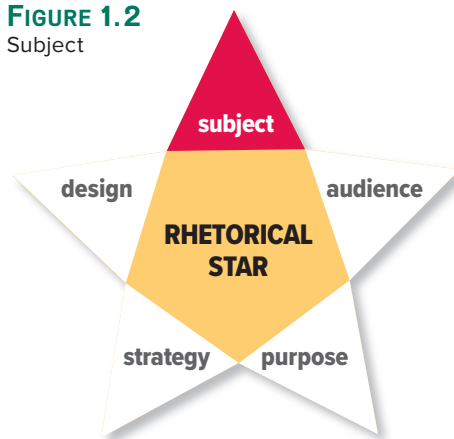
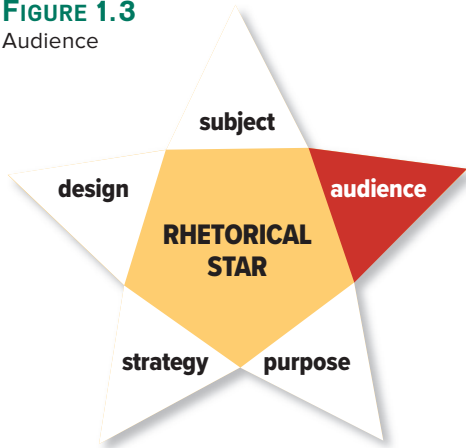


FIGURE 1.3

Audience



Each group has its own vocabulary and conventions of communication, called *jargon*. For example, if you are writing a software review for members of the computer club, you can probably safely assume that they will understand terms that are specific to the computer world, such as *bits* and *bytes*. Similarly, if you are writing a letter to members of a certain professional field, such as health care or homeland security, you won't need to explain concepts related to that field.

Keep in mind the needs and interests of your primary audience, but realize that others (your secondary audience) might also read your document. See Box 1.1 for audience characteristics to consider when you are writing.

Some audience characteristics will matter more than others depending on your subject and purpose. For example, if you are writing an article about a work-related topic that will be published in your company's newsletter, your readers' interests and knowledge of the subject would be more important than their gender and cultural background. If most of the readers are employees, then you can use the vocabulary that is specific to your career field. If, on the other hand, the newsletter is geared more for your organization's clients, then you may need to explain specialized terms in more detail and consider other audience characteristics. Regardless of what you are writing, you need to be aware of the cultural diversity of your audience. You want to be consistently respectful and inclusive in the language you choose.

After you have determined who your audience will be, you will need to consider your tone and level of formality.

tone The mood or feeling a writer or speaker is trying to create.

- **Tone:** Your **tone** is the mood or feeling you are trying to create through your writing. Your tone can be businesslike (serious), academic, humorous, or opinionated. Choose a tone that is appropriate for your purpose and audience.
- **Level of formality:** Your writing style can be *formal* or *informal*. Formal writing tends to be more serious than informal writing. The use of contractions (such as *I'm* and *doesn't*) is usually limited. In formal writing you generally need to spell out complete words and choose your words carefully. On the other hand, informal writing, such as the writing in this book, tends to be

Box 1.1 Audience Characteristics

Age	Experience	Opinions
Beliefs	Gender	Political views
Cultural background	Interests	Reading ability
Education level	Knowledge of the subject	Religion
Ethnicity	Occupation	Socioeconomic status

Employer SPOTLIGHT

Murielle Pamphile, Director of Student Services

Murielle Pamphile is the director of student services for a private university that offers degrees in a wide variety of majors that prepare students for specific careers. She has a BS in biology, an MS in health management, and a PhD in educational leadership. Here's what Pamphile has to say about the skills graduates need when they enter the workforce in a new career:



Karin Russell

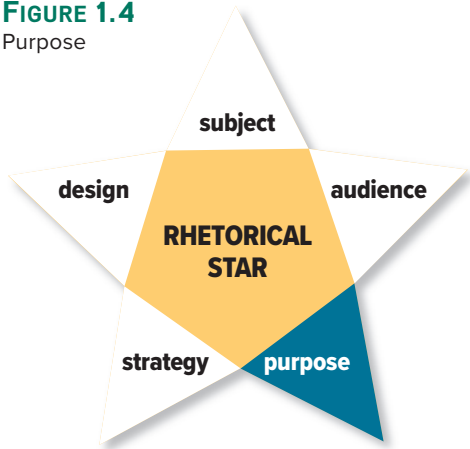
“ I work with students to ensure they have good employability skills. To determine exactly what skills graduates need to land a good job, I meet with employers in the fields related to students' majors. Employers frequently tell me that, in addition to developing skills related to a specific career field, students need to possess good résumé writing and job interviewing skills. Those skills are important because employees need to have good communication skills in the workplace. Also, students need to tailor their résumés to showcase the exact skills, qualifications, and certifications (if applicable) they have to demonstrate that they are a good fit for an employer. For example, graduates looking for positions in the radiology field need to include key terminology from that field on their résumés. Furthermore, employers often ask me for a list of candidates who are qualified for a specific position. The graduates I recommend are those who have the appropriate job skills as well as strong communication skills. While students are in school, I encourage them to take their composition courses seriously and to visit the writing center so that they will develop the skills they need to be successful in their careers. ”

fairly casual. Contractions are acceptable and can help the writing not to sound too stuffy. You would likely use a more formal approach in a report for your boss than you would in an email to a coworker. In school, a research essay would be much more formal than a journal entry.

Purpose

Determine your reason, or **purpose**, for writing (Figure 1.4). Why are you writing? What are you hoping to accomplish? What effect do you wish to have on your audience? Whether you are composing a class assignment, workplace document, or personal letter, your writing will have at least one of five main purposes: to inform, to interpret, to persuade, to entertain, and to express feelings.

FIGURE 1.4
Purpose



1. Writing to Inform Most writing is informative in some way. When you write to inform, your goal is to provide readers with useful information about your subject or teach them how to do something. For example, you might write an essay summarizing an article or a story you have read, a set of instructions explaining how to perform a workplace procedure, or a recipe for making your grandmother's special chili.

2. Writing to Interpret Sometimes writing can help you or your audience better understand something. For example, you might write an essay interpreting (analyzing) a poem for a literature class, or you may write a comparison of two software packages that your boss is considering implementing. When you write interpretatively, you are giving your opinions about the subject rather than just reporting information.

Sometimes your interpretation may include an evaluation of your subject. For instance, you might write an evaluation of an employee or a review of a movie you have seen.

3. Writing to Persuade Although almost any type of writing needs to be convincing, sometimes your main purpose is to argue a point. For example, you might write an essay arguing for or against a proposed law, or you might submit a convincing letter to your boss explaining why you deserve a raise. Other times you may want to persuade your readers to actually do something. For instance, you might challenge your readers to do more than just recycle bottles, cans, and paper products to help preserve the environment for future generations.

4. Writing to Entertain Some types of writing are primarily intended to entertain readers. You might choose to write a story, a poem, a cartoon, or song lyrics to move your readers or make them laugh. Often you can entertain your readers at the same time that you address another purpose. You might want to use humor in an informative or a persuasive paper to help engage your readers in the material being covered.

5. Writing to Express Feelings You can use personal expression in many ways. You might write a note to someone special, an essay about an exciting or a scary event you experienced, a reaction to a magazine or newspaper article, or a letter to your apartment manager expressing your dissatisfaction with the length of time it is taking to get your leaky faucet repaired.

Combined Purposes The five purposes for writing are not mutually exclusive; they overlap. For instance, if you are writing an essay as part of an application for a scholarship, you may address three purposes by informing the readers about your background and situation, expressing your feelings about how much you need the scholarship and how grateful you would be to receive it, and persuading your readers that you are a worthy recipient of the scholarship.

Activity Writing a Professional Email

You should always use proper tone and language when communicating with your instructor (or boss or colleague) by email.

1. Use an appropriate screen name (email address) that includes your name.
2. Write a clear subject heading.
3. Address your instructor professionally.
4. Write your message clearly and concisely. If you have questions, make them specific.
5. Use standard grammar, capitalization, and punctuation.
6. Avoid using all capital letters. This can be considered shouting.
7. Maintain a professional tone.
8. End with a polite closing and your name.

Unprofessional Email

From: hotsexymamma@email.com
To: mwilliams@starsuniversity.edu
Subject: class

hey teach
i'm confuzed bout the paper cuz i stayed up partyin' 2 late and blew off class what am i sposed to do i can't afford to fail this class again HELP ME!!!!!!!!!!
BTW u better not bust me for turning it in late

Professional Email

From: rmartin85@email.com
To: mwilliams@starsuniversity.edu
Subject: ENC 1101 Essay Assignment

Dear Professor Williams,

I am sorry that I was unable to attend English Composition I class on Monday.

I have two questions about the essay assignment:

1. May I write about the effects of teenage pregnancy?
2. How long does the final essay need to be?

Please allow me to turn in my draft one day late. I realize that I will lose points because I did not complete the assignment on time. I will submit my final paper by the deadline.

Thank you for your help!

Sincerely,
Rose Martin

—continued