

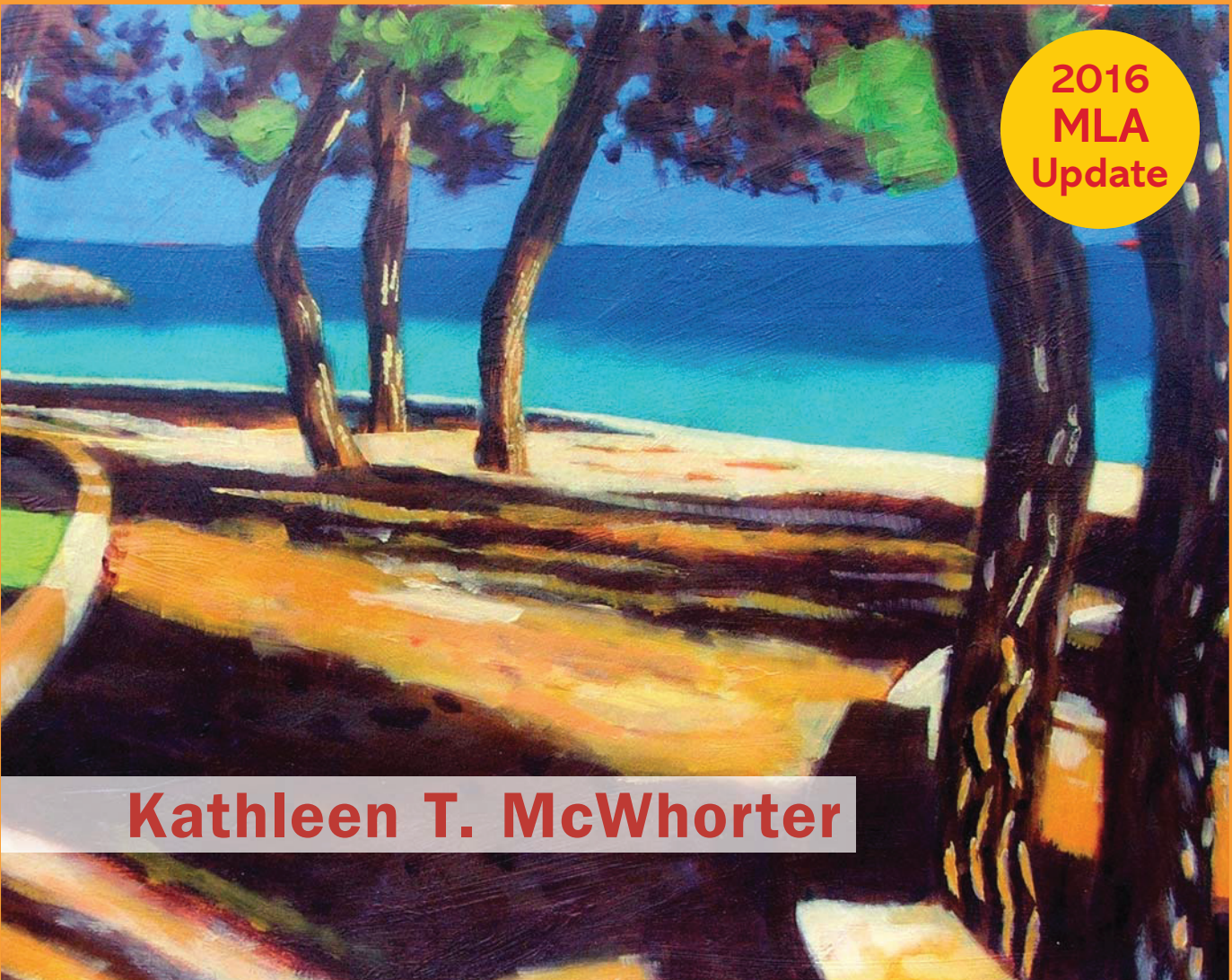
Successful College Writing

BRIEF
SIXTH EDITION

SKILLS ■ STRATEGIES ■ LEARNING STYLES

2016
MLA
Update

Kathleen T. McWhorter



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6th brief edition

Successful College Writing

SKILLS • STRATEGIES • LEARNING STYLES

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PREFACE

Other texts assume that first-year composition students already possess the basic skills they will need to succeed in college, but my own experience tells me that this is not true. That is why I wrote *Successful College Writing*. It uses a unique, highly visual, student-centered approach to teach students the reading and study skills they need while guiding them through the writing strategies and activities that form the core of composition instruction. The overwhelmingly positive response to the first five editions demonstrates that *Successful College Writing* fulfills an important need.

The sixth edition continues to meet students where they are and get them where they need to go by building on the strengths of earlier editions while recognizing changes to the first-year composition course, including increasing emphasis on assessment, common core implementation in high school and earlier, course redesign, and the placement of developing writers into first-year composition classes.

PROVEN FEATURES OF SUCCESSFUL COLLEGE WRITING

True to its goal of offering more coverage of essential skills, *Successful College Writing* provides abundant guidance and support for inexperienced writers along with thorough help with reading and study skills. Every chapter of *Successful College Writing* provides practical, student-oriented instruction, along with extra help for those students who need it.

PRACTICAL, STEP-BY-STEP WRITING ASSIGNMENTS

Successful College Writing provides the tools to approach writing as a flexible, multifaceted process, alleviating some of the frustration students often feel.

Part 1 begins this process by emphasizing the importance of writing to students' success in college and career, and it alerts students to the expectations their college instructors will have for them as writers. It emphasizes reading and critical thinking skills, including coverage of thinking critically about and responding to both texts and images and reading to write.

Part 2 provides detailed coverage of the writing process—from choosing and narrowing a topic and generating ideas to developing and supporting a thesis, drafting essays and paragraphs, revising, editing, and proofreading. Each chapter in Part 2 includes the following:

- plenty of skill-building exercises, many of them collaborative,
- a writing-in-progress sample essay following a student writer through the various stages of drafting and revision, and
- Essay-in-Progress activities that lead students through each step in writing an essay.

Parts 3 and 4 cover the patterns of development that students encounter most frequently in college and on the job, including a new chapter on reading and writing essays that use multiple rhetorical modes. Guided Writing Assignments in each chapter—now streamlined, with a more graphic layout—lead students step by step through the process of writing a particular type of essay, giving student writers the support they need, whether they are working in class or on their own. Instructors will also find these reimagined assignments easier to teach, as they emphasize activities for generating and evaluating ideas, developing a thesis, organizing and drafting the essay, revising, and editing.

Part 5 provides instruction for writing the research project, including information about finding useful and reliable sources, synthesizing information and ideas from sources to support the writer's ideas, and incorporating and documenting material borrowed from sources.

Part 6 covers writing in academic and business settings, from writing about literature, taking essay exams, and creating a portfolio to making presentations and writing résumés, job application letters, and business emails.

APPEALING, HELPFUL VISUALS

Because inexperienced writers are often more comfortable with images than with text, *Successful College Writing* employs a visual approach to writing instruction. Look for the following visual aids throughout the book:

- **Writing Quick Starts** jumpstart each chapter, providing engaging images for students to respond to in writing, introducing them to the main topic of the chapter.
- **Graphic Organizers**—charts that display relationships among ideas—offer tools both for analyzing readings and for planning and revising essays, and they present students with an alternative to traditional outlines.
- **Guided Writing Assignments**—now in a streamlined, step-by-step, visual format—walk students through the process of writing essays in each of the rhetorical modes.
- **Revision Flowcharts** help students systematically read and revise their own essays as well as review those of their peers.
- **Visualizing the Reading** activities give students a simple way to chart key features of the reading, with the first part of each chart done for them to provide guidance.
- Numerous **figures, photographs, boxes, and bulleted lists** throughout the text reinforce key points and summarize information.

IMPROVING READING SKILLS: A FIVE-PRONGED APPROACH

Recognizing that students frequently enter first-year writing courses without the active and critical reading skills they need to succeed in first-year composition and all their college courses, *Successful College Writing* supports students with a five-pronged approach to improving their reading skills that will also help students become better writers. This five-pronged approach includes:

1. **Overt reading instruction in Chapters 3 and 4**, including a Guide to Active Reading and a Guide to Responding to Text in Chapter 3, and detailed coverage of reading both text and visuals critically in Chapter 4

2. **Activities to foster critical reading** following readings in Parts 3 and 4 and in LearningCurve, Bedford/St Martin's adaptive quizzing program. (Activities on eleven core topics are available free with each new book; for more information, see p. xix.)
3. **Graphic organizers** in Parts 3 and 4 that help students recognize the structure of the essay
4. **Collaborative activities** to enhance critical reading
5. **Peer review–style activities and revision flowcharts**, which can be used for peer review, to emphasize reading/thinking critically

Over the years, my work with students has convinced me that skills taught in isolation are seldom learned well or applied, so each of the chapters on the patterns of development in Parts 3 and 4 reinforces the reading skills taught in Chapters 3 and 4. As students develop their writing skills by writing a particular type of essay, they simultaneously learn practical strategies for reading that type of essay.

ATTENTION TO STUDY SKILLS

Students need practical survival strategies that they can use not only in their writing course but also in all their college courses. Chapter 1 includes advice on such critical topics as the following:

- time management,
- assessing and managing stress,
- academic integrity, and
- working with classmates.

Chapter 26 includes practical advice on preparing for and taking essay examinations, and Chapter 27 offers practical advice on crafting and delivering a presentation.

HIGH-INTEREST READINGS

In addition to guidelines for reading different types of texts, *Successful College Writing* includes reading selections from the diverse array of texts students are likely to encounter in their personal, academic, and professional lives. Since students who enjoy what they read become more proficient readers, the selections in this text were carefully chosen not only to function as strong rhetorical models but also to interest students. Selections come from such well-known writers as Bill Bryson, Mary Roach, and Brent Staples, and address intriguing topics from animal intelligence to how our possessions define us. Compelling e-readings (available through LaunchPad; see p. xxiii) include selections such as a narrative by Nobel Prize–winning geneticist Paul Nurse in which he announces his own surprising genetic history and an animated video analyzing the contents of a favorite morning beverage.

COMPREHENSIVE COVERAGE OF RESEARCH AND DOCUMENTATION

Because finding and evaluating useful sources has become so challenging in the digital age and because of the ease with which writers can copy and paste information from

sources into their own writing, *Successful College Writing* provides three full chapters (Part 5) on writing with sources, including a careful discussion of accidental plagiarism and paraphrasing without “patchwriting,” supporting the writer’s own ideas, and coverage of documenting sources in MLA and APA styles.

A UNIQUE EMPHASIS ON LEARNING STYLES

Students learn in different ways, yet most writing texts do not take these differences in learning style into account. In this text, I focus on four learning styles that are relevant for writing:

- verbal versus spatial,
- creative versus pragmatic,
- concrete versus abstract, and
- social versus independent.

A brief questionnaire in Chapter 2 enables students to assess their learning styles. Recognizing that no one strategy works for every student, the text includes a variety of methods for generating ideas and revising an essay.

ATTENTION TO OUTCOMES

Successful College Writing helps students build proficiency in the four categories of learning that writing programs across the country use to assess student work:

- rhetorical knowledge,
- critical thinking, reading, and composing,
- processes, and
- knowledge of conventions.

For a table that correlates the Council of Writing Program Administrators (WPA) outcomes to features of *Successful College Writing*, see pages xvi–xxiii.

NEW TO THE SIXTH EDITION

The main goal of the revision — based on feedback from experienced instructors familiar with the needs of today’s students — was to focus on four key areas:

1. Reading and thinking critically, including reading to write, synthesis, using research to support the students’ own ideas, and other skills so necessary to writing effectively in college
2. Readability of the instructional text, so important to conveying key concepts that students will need to apply and practice throughout the course
3. Updated content and selections that students will find engaging and relevant, that reflect current practices and the kinds of readings students are likely to encounter in other classes, and that make good rhetorical models, including compelling professional selections and effective student essays

4. Online selections, tutorials, and practice that take advantage of what the Web can do to reinforce key concepts, reach resistant readers, and appeal to students with nonverbal learning styles

I address these core areas through the following new or enhanced features:

New! More writing, right from the beginning. Chapter 1 now includes a reading selection, “The New Marshmallow Test: Students Can’t Resist Multitasking,” that addresses an issue pertinent to many students’ success in college. This relevant reading selection in the first chapter provides students with the opportunity to practice reading and responding right from the beginning.

New! Enhanced coverage of synthesis. Because synthesizing ideas is crucial to writing effectively in college, the text now offers even more coverage of synthesis:

- Chapter 3 shows students how to synthesize a writer’s ideas with their own to create a thoughtful response.
- Chapter 4 demonstrates how students can use synthesis to challenge and interrogate a text.
- Chapter 5 provides instruction on using synthesis as a way to discover ideas about a topic.
- Chapter 6 shows students how to use synthesis to generate a working thesis.
- Chapters 11 to 21 end with a box that encourages students to synthesize ideas across readings. These boxes include activities and essay assignment ideas to give students practice in this important skill.
- Chapter 22 highlights synthesis as an expectation implicit in all researched writing.
- Chapter 23 emphasizes the role synthesis plays in joining the conversation on a topic.
- Chapter 24 emphasizes the role of synthesis in writing the research project, including using synthesis categories or a graphic organizer to organize ideas and evidence and write the project.
- Chapter 26 suggests using synthesis as a study strategy.

New! Enhanced coverage of critical thinking and reading to write. Chapter 3 has been revised to focus readers’ attention on reading to write, with a new Guide to Responding to Text that helps students analyze the response assignment, synthesize the writer’s ideas with the student’s own ideas, and analyze the reading in order to respond in writing. The chapter also includes coverage of analyzing student essays in preparation for the kind of peer-review activities common to the composition classroom. Chapter 4 has been expanded to help students learn to approach texts of all kinds with a critical eye, providing new strategies in each of the following areas:

- examining the author’s use of inference,
- analyzing how the author uses evidence to support opinion,

- analyzing the author’s tone and use of language, including connotation and figurative language, as well as of euphemisms and doublespeak,
- examining the assumptions and generalizations the author makes, and
- using patterns of development and synthesis to think critically about text.

New! A chapter on mixing the patterns. Because most writing, especially the writing students will be reading in college courses, uses more than one pattern of development, Part 3 now opens with a chapter that provides an overview of the patterns and shows how writers use multiple patterns to achieve their purposes with their readers. It guides students in choosing a primary pattern that best helps them achieve their purpose and convey their message, and shows them how to use secondary patterns to further develop their ideas and make them compelling for readers.

New! More visual, concise, and easy-to read format. The entire book has been edited to make instructional content easier to access and absorb, with more direct prose, more scannable lists, and more highlighting and annotating to help students glean what is important at a glance. The Guided Writing Assignments, too, have been converted into a more visual, step-by-step, graphic format, to enable students to get an overview of the entire process, and identify more readily those portions to which they need to pay particular attention.

New! Updated professional and student readings. The print book includes nineteen new professional reading selections and five new essays by student writers. The new readings deal with important contemporary issues, such as why we can’t learn effectively while multitasking, why we can’t resist junk food, and how the labels we’re assigned come to define us. Accessible scholarly selections, such as “The Psychology of Stuff and Things” and “Dining in the Dark,” as well as selections by renowned scholars such as Franz de Waal, Sherry Turkle, and Amitai Etzioni, give students practice with the kinds of readings they will be expected to tackle in college courses, with some also demonstrating effective use of sources. The five new student essays discuss topics such as a Mexican student’s experience of “being double,” privacy in a surveillance culture, the uses and abuses of Facebook, and the effects of file sharing on the music business.

New multimedia readings in LaunchPad (available free when packaged with the book)—one for each of the ten rhetorical modes plus one that demonstrates a mixing of modes—range from a video narrative about a surprising, if accidental, revelation to a podcast that explains why movie sound effects have become so gruesome.

New! Updated coverage of research writing. Revised coverage of research writing in Part 5 now emphasizes the importance of using sources to make the student’s own ideas convincing to readers. This emphasis can be seen in coverage of:

- choosing the types of sources (primary versus secondary, scholarly versus popular versus reference, books versus articles versus media) that are most appropriate to the writing situation,
- evaluating sources for relevance and reliability, using the critical reading tools covered in Part 1,

- working with sources to take careful and useful notes that avoid plagiarism and include source information,
- working with sources to evaluate notes and synthesize information from sources to create original work, and
- structuring a supporting paragraph in a research project to make sure each body paragraph states the student's idea, uses information from sources to support that idea, explains how the source information relates to the student's main point, and uses in-text citations to clearly differentiate the student's ideas from those of the source authors.

New online tutorials in LaunchPad demonstrate how to avoid plagiarism and how to cite just about anything, and LearningCurve activities provide useful practice in working with sources. Both the online tutorials and LearningCurve activities in eleven core topics are available free when LaunchPad is packaged with the text.

New! Updated coverage of online presentations and business writing. Chapter 27 has been updated to include a revised discussion of best practices for making presentations using PowerPoint and Prezi. Coverage of business writing now emphasizes writing and delivering business correspondence online.

ACKNOWLEDGMENTS

A number of instructors and students from across the country have helped me to develop and revise *Successful College Writing*. I would like to express my gratitude to the following instructors, who served as members of the advisory board for the first edition. They provided detailed, valuable comments and suggestions about the manuscript as well as student essays and additional help and advice during its development: Marvin Austin, Columbia State Community College; Sarah H. Harrison, Tyler Junior College; Dan Holt, Lansing Community College; Michael Mackey, Community College of Denver; Lucille M. Schultz, University of Cincinnati; Sue Serrano, Sierra College; Linda R. Spain, Linn-Benton Community College; and Jacqueline Zimmerman, Lewis and Clark Community College. I would also like to thank the following instructors and their students, who class-tested chapters from *Successful College Writing* and provided valuable feedback about how its features and organization worked in the classroom: Mary Applegate, D'Youville College; Michael Hricik, Westmoreland County Community College; Lee Brewer Jones, DeKalb College; Edwina Jordan, Illinois Central College; Susan H. Lassiter, Mississippi College; Mildred C. Melendez, Sinclair Community College; Steve Rayshich, Westmoreland County Community College; Barbara J. Robedeau, San Antonio College; and Deanna White, University of Texas at San Antonio.

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Kathleen T. McWhorter

Features of *Successful College Writing, 6e*, Correlated to the Writing Program Administrators (WPA) Outcomes Statement (2014)

Desired Student Outcomes

Relevant Features of *Successful College Writing*

Rhetorical Knowledge

Learn and use key theoretical concepts through analyzing and composing a variety of texts.

- Chapter 1: Covers academic expectations (pp. 2–20).
- Chapter 2: Discusses the range of settings in which college students will be expected to write, the types of writing college students are likely to encounter, and the kinds of writing employees are likely to be expected to produce (p. 25); strategies for succeeding in a range of writing situations, especially writing in college (pp. 25–30).
- Chapter 3: Offers advice for reading academic and other challenging texts, including instruction on active reading (previewing, annotating, summarizing, and keeping a response journal) and critical reading (pp. 40–72).
- Chapter 4: Offers advice for reading texts and visuals critically, including drawing reasonable inferences (pp. 74–75), assessing the evidence (pp. 76–77), distinguishing fact from opinion (p. 78), analyzing the author’s language (pp. 78–81), and reading photos and graphics actively and critically (pp. 88–95).
- Chapters in Parts 3 and 4: Includes reading selections for a variety of audiences, from popular to more scholarly, followed by scaffolded apparatus to help students read actively and critically (see, for example, “The Psychology of Stuff and Things,” pp. 356–61); writing essays using a variety of rhetorical modes (see the Guided Writing Assignment and student essay in Chapter 15, pp. 343–48, for example); “Scenes from College and the Workplace” boxes (for example, on p. 264). Also includes multimedia selections (one per mode), on topics from across the disciplines (via LaunchPad*).
- Part 5: Offers advice for writing using sources and citing sources in MLA and APA style.
- Part 6: Offers advice about writing in specific academic contexts (Chapter 25, “Reading and Writing about Literature”; Chapter 26, “Essay Examinations and Portfolios”); and about writing in the workplace (Chapter 27, “Multimedia Presentations and Business Writing”).

Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes.

- Chapter 2: Covers reading a syllabus (pp. 26–28).
- Chapter 3: Covers reading and analyzing different genres, including the writing of other students (pp. 40–72).
- Chapter 4: Offers instruction in reading texts critically and reading visuals (both images and graphics) actively and critically (pp. 73–96).
- Chapters 20–21: Covers reading arguments (pp. 499–525) and writing arguments (pp. 526–56).
- Chapter 24: Covers writing a research project, with example research projects in MLA and APA style (pp. 598–656).
- Chapter 25: Writing literary analyses, with sample essays (pp. 658–88)
- Chapter 26: Covers writing essay examinations, with sample essay answers (pp. 689–98).
- Chapter 27: Covers creating multimedia presentations using presentation slides (PowerPoint and Prezi) (pp. 706–13); writing résumés and job application letters; and writing in electronic media for business (pp. 713–18).

*Additional resource, available free when packaged with the text. See p. xxiii for details.

cont.

Desired Student Outcomes

Relevant Features of *Successful College Writing*

Rhetorical Knowledge

Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.

- Chapter 4: Covers reading critically, particularly by paying attention to the author’s use of language (pp. 78–81).
- Chapter 5: Offers techniques for generating ideas that are appropriate to the writing situation (pp. 98–117).
- Chapter 10: Offers instruction on editing words and sentences, including editing to create an appropriate tone and level of diction (pp. 206–11).
- Chapter 24: Covers appropriate formats for writing a paper using sources, in MLA and APA style (pp. 598–656).
- Chapter 27: Covers appropriate business writing formats and styles for résumés, job application letters, and electronic business correspondence (pp. 713–18); appropriate design and formatting of slides in presentation software, such as PowerPoint and Prezi (pp. 706–13).

Understand and use a variety of technologies to address a range of audiences.

- Chapter 4 (via LaunchPad*): Includes tutorials in critical reading and digital writing; LearningCurve activities in critical reading, topic sentences and supporting details, topics and main ideas, and issues of correctness.
- Chapter 10: Discusses computer-aided proofreading (including the pitfall of relying too heavily on spell-check and grammar-check software (p. 213).
- Parts 3 and 4 (via LaunchPad*): Includes multimedia selections in each of the modes of development from across the disciplines.
- Part 5 (via LaunchPad*): Offers tutorials in documenting and working with sources in both MLA and APA style.
- Chapter 27 (via LaunchPad*): Offers tutorials in making multimedia presentations, job searching, and personal branding.

Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations.

- Chapter 2: Covers writing and researching online (pp. 23–24).
- Chapter 24: Covers using appropriate formats (MLA or APA) for writing a paper using sources (pp. 598–656).
- Chapter 26: Covers using print and digital portfolios for assessment and learning.
- Chapter 27: Covers planning, drafting, and delivering a multimedia presentation using visual aids (objects and presentation slides), whether face to face or via the Web (pp. 706–13); creating effective résumés and job application letters, whether printed or uploaded electronically, and using electronic media for business writing (pp. 713–18).
- *ix visualizing composition 2.0**: Interactive assignments and guided analysis, practice with multimedia texts.
- *Instructor’s Resource Manual for Successful College Writing*, Sixth Edition (for instructors): Covers teaching and learning online (pp. 20–22, 147–48).
- LaunchPad*: Offers tutorials on digital writing, including photo and audio editing, making presentations, word processing, using online research tools, and job search/personal branding.

*Additional resource, available free when packaged with the text. See p. xxiii for details.

cont.

Desired Student Outcomes**Relevant Features of Successful College Writing*****Critical Thinking, Reading, and Composing***

Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts.

- The entire book is informed by the connection between reading critically and writing effectively.
- Chapter 2: Covers the importance of reading and writing for college success and the distinctive qualities and demands of academic reading and writing.
- Chapter 3: Covers reading actively (pp. 43–60) by understanding and responding to reading in writing (pp. 60–65); analyzing and responding to other students' writing (pp. 69–72).
- Chapter 4: Covers thinking critically about text and images by analyzing the author's ideas (pp. 74–78), use of language (pp. 78–82), assumptions, generalizations, and omissions (pp. 82–85), synthesizing ideas (pp. 87–88); and analyzing photographs and graphics by reading them actively and critically (pp. 88–95). Via LaunchPad*: Offers tutorials and activities in Learning Curve on reading critically.
- Parts 3 and 4: Covers thinking critically about the features of the genre, including thinking critically about characteristic flaws in the chapter's pattern (for example, the Making Connections box on p. 277, and the Synthesizing Ideas box on p. 296).

Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations

- Chapter 3: The entire chapter focuses on strategies for reading and responding to text and visuals, including understanding expectations for reading academic texts and texts written in a variety of genres or purposes (pp. 41).
- Chapter 4: Includes coverage of assessing evidence (pp. 76–77), distinguishing between fact and opinion (p. 78), the role patterns of development play (pp. 86–88), and the role illustrations (photographs and graphics) play in writing (pp. 88–95).
- Chapter 5: Includes coverage of the importance of audience, purpose, point of view, genre, and medium in reading and writing (pp. 103–07).
- Chapter 6: Emphasizes the importance of supporting a thesis with evidence.
- Chapter 8: Focuses on the relationship between a paragraph's topic and use of supporting evidence.
- Parts 3 and 4: Each of the chapters in these parts focuses on a pattern of organization, with each including a section that asks students to consider the role of the audience and situation (see Chapter 13, pp. 276–78, for example.) Readings in these chapters range from popular to accessible scholarly selections (see “The Brains of the Animal Kingdom,” pp. 302–05; “The Psychology of Stuff and Things,” pp. 356–61, for example.) Where appropriate, activities following the readings also ask students to think critically about the relationship between text and visuals (see Chapter 15, pp. 362–63, for example). Via LaunchPad*, each chapter includes a multimedia reading selection with scaffolded activities that challenge students to analyze the selection and its use of the medium in which it was created.
- Chapter 20: Covers supporting an arguable claim (p. 504), appeals (pp. 505–06), and responses to alternative views (pp. 506–07).
- Chapter 24: Addresses appropriate tone for essays addressed to academic audiences (p. 603), the role of reasons and evidence in supporting the writer's ideas (pp. 605, 608–12).

*Additional resource, available free when packaged with the text. See p. xxiii for details.

cont.

Desired Student Outcomes**Relevant Features of Successful College Writing****Critical Thinking, Reading, and Composing**

Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials, including journal articles, essays, books, databases, and informal electronic networks and Internet sources.

- Chapter 4: Focuses on analyzing a selection critically, including assessing the quality of the evidence and the author's use of language to discover bias or faulty reasoning (pp. 74–78).
- Chapter 22: Emphasizes choosing appropriate source types for the project (primary vs. secondary sources, p. 566; scholarly vs. popular sources, pp. 566–68; books vs. articles vs. media sources, pp. 568–69); evaluating sources for relevance, including timeliness and appropriateness for the audience (p. 569), and reliability, including fairness and objectivity, verifiability, and bias (pp. 570–71).
- Chapter 23: Provides instruction on using library resources including using key words effectively for searching catalogs and databases (pp. 576–81), using and choosing appropriate research tools such as subject guides, government documents, Listservs, newsgroups, and so on (pp. 581–84), and conducting field research (pp. 584–86).

Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.

- Chapter 3: Covers a variety of strategies, including synthesis, response, and critique in its Guide to Responding to Text (pp. 60–65).
- Chapter 4: Covers using synthesis and other techniques to read critically (pp. 74–78).
- Chapters 12–19: Each chapter contains a section on thinking critically about the rhetorical mode (see Ch. 13, p. 277, for example) and a “Synthesizing Ideas” box (see Ch. 13, p. 296, for example). The apparatus following reading selections in the second half of each chapter also includes activities for analyzing the writer's technique thinking critically about the rhetorical mode, and responding to the reading (see Ch. 12, pp. 293–94).
- Chapter 23: Covers evaluating notes and synthesizing sources (pp. 592–95).
- Chapter 24: Covers integrating information from sources with the students' own ideas (pp. 605–08); integrating quotations, paraphrases, and summaries (pp. 608–12) while avoiding plagiarism (pp. 602–03). Via LaunchPad*, tutorials in documenting and working with sources are available.
- *i-cite: visualizing sources*†: Tutorials and practice on citing all kinds of sources.

Processes

Develop a writing project through multiple drafts.

- Part 2: Chapter 5 focuses on finding and focusing ideas; Chapter 6—developing and supporting a thesis; Chapter 7—organizing and drafting an essay; Chapter 8—writing focused, well supported paragraphs; Chapter 9—revising an essay for content and organization, including benefits and processes of peer revising; Chapter 10—reading and revising a draft critically. One student's writing process, from idea generation through revision, is depicted across the chapters in Part 2.
- Parts 3–4: The Guided Writing Assignments in each chapter stress the writing process. (See, for example, Ch. 15, pp. 343–48.)
- Chapter 26: Coverage of developing a portfolio emphasizes the importance of demonstrating and reflecting on the writing process (pp. 698–701).
- *Portfolio Keeping, Second Edition*†: Emphasizes the importance of portfolio keeping as a reflection of the writing processes.

*Additional resource, available free when packaged with the text. See p. xxiii for details.

†Available as a select value package. See p. xxiv for more information.

cont.

Desired Student Outcomes**Relevant Features of Successful College Writing****Processes**

Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

- Chapter 2: Introduces the idea of learning styles (pp. 30–39).
- Part 2: Provides an overview of the writing process, with activities and student samples punctuating the process.
- Parts 3 and 4: A Guided Writing Assignment in each chapter offers pattern-specific coverage of prewriting, drafting, revision, editing, and proofreading (for example, pp. 343–48). Learning styles options (see p. 89, for example) provide opportunities to tailor the writing process to the writer's needs.
- Chapter 26: Coverage of developing a portfolio emphasizes the importance of demonstrating and reflecting on the student's writing process (pp. 698–701).
- *Portfolio Keeping*, Second Edition*: Emphasizes the importance of portfolio keeping as a reflection of the writing process.

Use composing processes and tools as a means to discover and reconsider ideas.

- Chapter 5: Covers finding and focusing ideas.
- Chapter 9: Focuses on revising for content and organization.
- Parts 3–4: The chapters in these parts offer pattern-specific coverage of prewriting, drafting, revision, editing, and proofreading (for example, pp. 343–48). Learning styles options (see p. 345, for example) provide opportunities to tailor the writing process to the writer's needs.
- Chapter 26: Coverage of developing a portfolio emphasizes the importance of demonstrating and reflecting on the student's writing process (pp. 698–701).
- Part 5: Chapters in this part cover writing a research project, from planning (pp. 658–73), finding and evaluating sources (pp. 574–97), and synthesizing information to support the writer's own ideas (pp. 560–61, 592–95, 605–06), drafting and revising the research project (pp. 598–656), and citing sources in a style that is appropriate to the discipline (pp. 616–56). Student samples in these chapters provide appropriate models for college-level research projects.
- *Portfolio Keeping*, Second Edition*: Discusses portfolio keeping as a reflection of writing processes.
- *Teaching Composition (for instructors)*: Chapter 2 covers thinking about the writing process.

Experience the collaborative and social aspects of writing processes.

- Opportunities to work collaboratively appear in exercises throughout the book, with additional ideas for collaboration available in the annotated instructor's edition.
- Chapter 1: Provides advice for collaborating effectively with classmates (pp. 17–18).
- Chapter 5: Provides instruction for brainstorming in groups (p. 111).
- Chapter 9: Includes coverage of peer review and tips for getting the best result from collaborative editing (pp. 182–84).
- *Instructor's Resource Manual for Successful College Writing, Sixth Edition (for instructors)*: Chapter 6 offers tips on managing the peer review process.

*Available as a select value package. See p. xxiv for more information.

cont.

Desired Student Outcomes**Relevant Features of *Successful College Writing*****Processes**

Learn to give and to act on productive feedback on works in progress.

- Chapter 9: Includes coverage of peer review and tips for getting the best result from collaborative editing (pp. 182–84), using the instructor’s comments (pp. 184–86).
- Parts 3 and 4: The chapters in these parts provide Guided Writing Assignments, offering pattern- and genre-specific advice on peer review and revision (for example, pp. 343–48), with revision flowcharts that can be used to guide peer-review process (for example, pp. 347–48).
- *Instructor’s Resource Manual for Successful College Writing* (for instructors): Chapter 6 offers tips on managing the peer review process.

Adapt composing processes to a variety of technologies and modalities.

- The entire book assumes that students will be using technology for writing and research.
- Chapter 1: Emphasizes the importance of avoiding the distractions that can arise from multitasking (pp. 3–7); provides tips for using digital tools (including course management software) appropriately in the classroom (pp. 14–15, 20); and provides advice for avoiding common pitfalls (p. 20).
- Chapter 2: Provides advice for choosing and using the most appropriate writing tools, whether digital or analog (pp. 28–29).
- Part 5: Chapter 22 provides special tips for evaluating resources in a digital landscape (p. 571); Chapter 23—searching strategies for online research including unified searching of catalogs and databases (pp. 576–81), searching the Web (pp. 581–83), using citation managers for managing the research process (p. 587), and using online communities for research (pp. 583–84); Chapter 24—instruction on organizing notes regardless of the medium in which they were taken (pp. 586–92) and avoiding plagiarism by cutting and pasting carelessly (pp. 602–03).
- Chapter 27: Covers making multimedia presentations, using presentation slides (pp. 706–13), making a Web-based presentation (pp. 713–18), submitting a résumé and cover letter online, and using electronic media (such as email, Twitter, Facebook) for business (pp. 713–18).
- LaunchPad*: Offers tutorials on digital writing, including photo and audio editing, making presentations, word processing, using online research tools, and job search/personal branding.
- *ix visualizing composition 2.0**: Provides interactive assignments and guided analysis of multimedia texts.

Knowledge of Conventions

Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising.

- Chapter 10: Covers editing words and sentences, including writing concisely, varying sentences, editing to create an appropriate tone and level of diction, choosing appropriate words, and editing to avoid errors of grammar, punctuation, and mechanics (pp. 194–214).
- Parts 3 and 4: Guided Writing Assignments offer pattern- and genre-specific advice about editing and proofreading (for example, pp. 346–48).
- Handbook (full edition): Provides instruction in correcting errors of grammar, punctuation, mechanics, and spelling.
- LaunchPad*: Provides access to LearningCurve for Readers and Writers, adaptive game-like quizzing that provides opportunities for learning to identify and correct common writing problems.

*Additional resource, available free when packaged with the text. See p. xxiii for details.

cont.

Desired Student Outcomes**Relevant Features of Successful College Writing***Knowledge of Conventions*

Understand why genre conventions for structure, paragraphing, tone, and mechanics vary.

- Coverage of audience is infused throughout the text.
- Chapter 2 highlights differences in expectations for writing as students move from high school to college, including expecting to find differences among genres (pp. 22–23) and between disciplines (p. 23).
- Chapter 10 covers editing to create an appropriate tone and level of diction (whether the level is formal, popular, informal, or academic) (pp. 206–09), choosing appropriate words depending on the audience and purpose (pp. 209–12).

Gain experience negotiating variations in genre conventions.

- Parts 3 and 4: Each chapter in Parts 3 and 4 includes a box highlighting how the rhetorical mode could be used in college and in the workplace (see p. 264, for example); a range of readings are provided so students gain experience reading selections written for sophisticated popular audiences as well as more academic audiences (see “The Brains of the Animal Kingdom” by animal behaviorist Franz de Waal, pp. 302–05, and “The Psychology of Stuff and Things,” by Christian Jarrett, pp. 356–61, for example), and apparatus following the readings in the second half of each chapter helps students gain experience in negotiating variations in the conventions. Multimedia selections (available via LaunchPad*) also provide opportunities for students to become familiar with the benefits of creating in multiple media.
- Chapter 27: Highlights style choices that are appropriate for writing in a business context (p. 713).

Learn common formats and/or design features for different kinds of texts.

- Chapter 24: Highlights variations in formatting depending on expectations in the discipline for which the text was created (pp. 614–15, 632–38, 650–56).
- Chapter 27: Covers formatting expectations for PowerPoint and Prezi slides, business writing formats for résumés, job application letters, and other forms of electronic business writing.
- LaunchPad*: Provides tutorials on photo and audio editing, creating presentations, and personal branding

Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.

- Chapter 24: Covers concepts underlying plagiarism including common knowledge (pp. 602, 603).

Practice applying systematic citation conventions to a range of source material in their own work.

- Chapter 24: Covers documenting sources in MLA (pp. 617–38) and APA (pp. 638–56) style.
- LaunchPad*: Offers tutorials in documentation and working with sources.
- *ix visualizing composition 2.0**: Offers tutorials on and practice citing a variety of sources.

*Additional resource, available free when packaged with the text. See p. xxiii for details.

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- **Portfolio Keeping, Third Edition, by Nedra Reynolds and Elizabeth Davis** provides all the information students need to use the portfolio method successfully in a writing course. *Portfolio Teaching*, a companion guide for instructors, provides the practical information instructors and writing program administrators need to use the portfolio method successfully in a writing course.

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Teaching Co-Requisite (ALP) Writing Classes, a new supplement by Jamey Gallagher (co-director of the Accelerated Learning Program at the Community College of Baltimore County) helps instructors who will be teaching a co-requisite, or ALP, course alongside a first-year writing class. Gallagher offers practical advice on how to align the co-requisite class with the first-year writing course, how to use the time effectively to help developmental writers build skills, how to avoid common mistakes, and how to build a community.

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Additional Exercises for Successful College Writings, Sixth Edition, provides students with more practice for writing skills covered in the text, especially those covered in Part 7, the Handbook (available in the full edition), but also skills covered in Chapters 7, 9, and 10 of the text.

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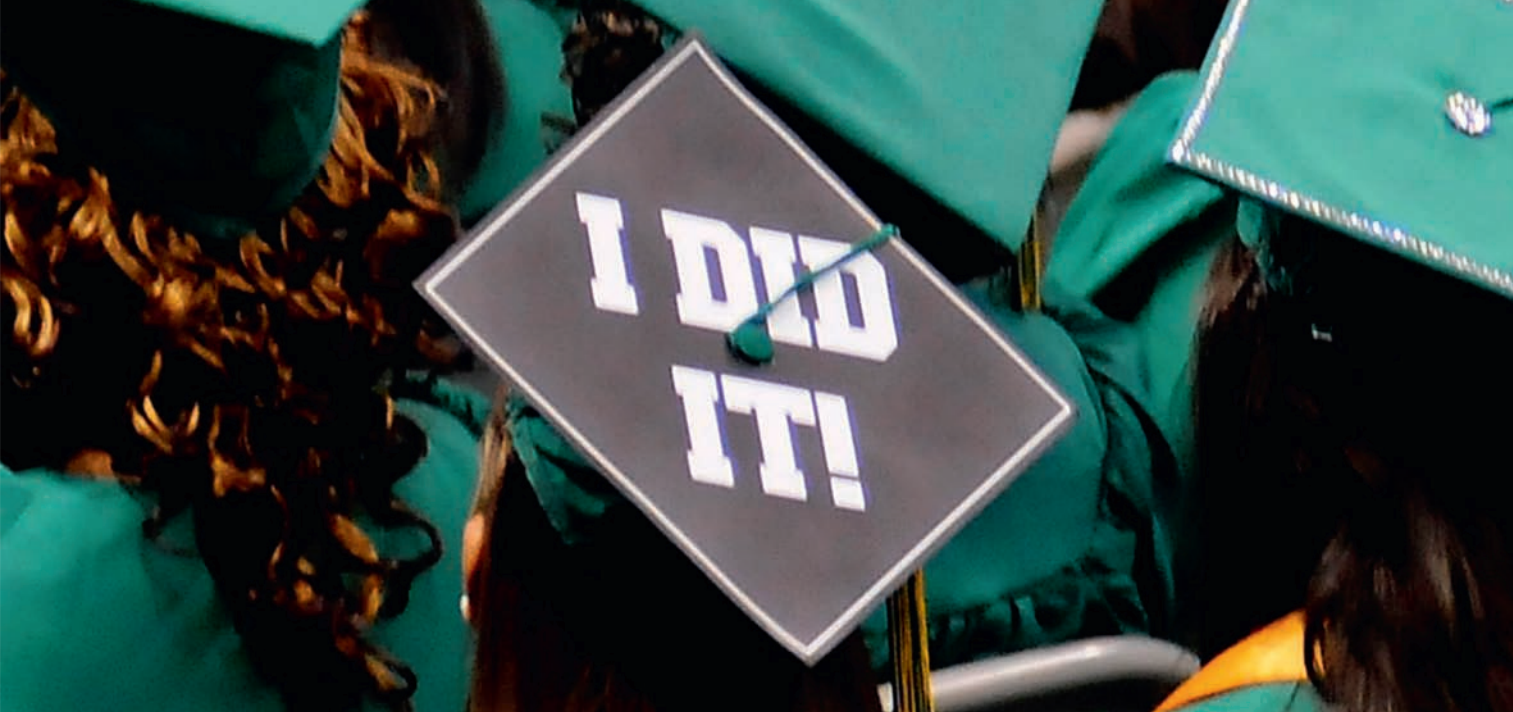
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part one

Reading, Writing, and Learning for College Success

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Succeeding in College

WRITING QUICK START

The photographs to the right show two first-year college students. One is a successful student, and the other is less so. What factors could explain why one student excels academically and the other does not?

Write a paragraph based on your experiences with education up to this point that explains which factors you think contribute to academic success and which lead to frustration. Be specific: You might discuss tasks that students need to know how to perform, offer tips, identify pitfalls, or consider non-academic factors, such as jobs and family responsibilities.

What skills did you identify as contributing to college success? Some you may have mentioned include the following:

- being motivated and organized
- using your time effectively
- being able to focus on a task



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- studying and learning efficiently
- knowing how to read critically
- performing well in class and on exams
- knowing how to write papers and essay exams

All of these skills, and many others, contribute to academic success. This chapter begins with a reading that discusses several key factors that contribute to college success. The remainder of the chapter presents numerous other strategies for success to help you develop the skills you need for a successful college career.