

The  
**Writer's World**  
Paragraphs and Essays

FOURTH EDITION



**Lynn Gaetz**

**Suneeti Phadke**

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# The Writer's World

## Paragraphs and Essays

FOURTH EDITION



**Lynne Gaetz**

**Lionel Groulx College**

**Suneeti Phadke**

**St. Jerome College**



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# Preface

Thank you for making the third edition of *The Writer's World* a resounding success; we are delighted that the book has been able to help so many students across the country. This fourth edition, too, can help your students produce writing that is technically correct and richly detailed whether your classes are filled with students who have varying skill levels, whether students are native or nonnative speakers of English, or whether they learn better through the use of visuals.

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

## What's New in the Fourth Edition?

### Deeper MyWritingLab Integration

New to this edition, resources and assessments designed specifically for *The Writer's World* are in MyWritingLab along with the eText and all the diagnostic, practice, and assessment resources of MyWritingLab. Students can use MyWritingLab to access media resources, practice, and assessment for each chapter of *The Writer's World*. When they see MyWritingLab™ in the text, students have the option of completing the practice online right in MyWritingLab. Most practice assessments will flow to your instructor gradebook in MyWritingLab, reducing grading time and allowing you to focus attention on those students who may need extra help and practice.

- ◆ All Writer's Room activities can be completed in MyWritingLab, giving students access to a wide range of customizable instruction, practice, and assessment.
- ◆ Students can now answer additional reading comprehension questions for readings in Chapter 38 in MyWritingLab, offering extra practice and assessment and helping students strengthen their grasp of the readings.
- ◆ All "At Work" paragraph modes appear in MyWritingLab as interactive model documents. When students mouse over the paragraph, they hear detailed explanations of how the topic sentence, supporting details, and concluding sentence exemplify the pattern of development.

## A New Look

A new clean and modern design streamlines instruction and increases usability, allowing students to more effectively find and retain the information covered.

## New Annotated Student Essays

For each of the nine essay patterns covered in Chapter 14, a new student essay has been added and annotated to highlight the components of each essay (e.g., thesis statements, topic sentences, and concluding sentences). Each student essay is followed by a professional essay and a set of questions that deepen students' understanding of the different essay patterns.

## New Readings

In Chapter 38, eight new readings relate to the themes presented in the grammar chapters. Thought-provoking essays from Amy Tan, Drew Hayden Taylor, Joseph T. Hallinan, Hugh Raffles, and Amanda Enayati discuss modern notions of multiculturalism, privacy in the Internet age, and the criminal justice process.

## New Images

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

## New Grammar Themes and Practices

Many of the grammar practices in Part IV: The Editing Handbook are new, providing updated grammar instruction through the lens of topical and culturally relevant content. In addition, two new grammar themes have been added to engage student interest: Section 3: Spies and Hackers and Section 5: Our Environment.

## Updated High-Interest Paragraph Models and Practices

Throughout the book you will notice new examples, sample paragraphs, writing practices, Writer's Desk topics, and grammar practices. In fact, to make the content more topical and appealing, roughly 30 percent of the book's content has been updated.

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

We created *The Writer's World* to meet your students' diverse needs. To accomplish this, we asked both the instructors in our focus groups and the reviewers at every stage not only to critique our ideas but to offer their suggestions and recommendations for features that would enhance the learning process of their students. The result has been the integration of many elements that are not found in other textbooks, including our **visual program, coverage of nonnative speaker material, and strategies for addressing the varying skill levels students bring to the course.**

## The Visual Program

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

Each **At Work** box in the Part II chapters features multicolored highlighting and annotations, along with content on how that particular pattern of development is used on the job.

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

## Seamless Coverage for Nonnative Speakers

Instructors in our focus groups noted the growing number of nonnative/ESL speakers enrolling in developmental writing courses. Although some of these students have special needs relating to the writing process, many of you still have a large portion of native speakers in your courses whose more traditional needs must also be satisfied. In order to meet the challenge of this rapidly changing dynamic, we have carefully implemented and integrated content throughout to assist these students. *The Writer's World* does not have separate ESL boxes, ESL chapters, or tacked-on ESL appendices. Instead, information that traditionally poses a challenge to nonnative speakers is woven seamlessly throughout the book. In our extensive experience teaching writing to both native and nonnative speakers of English, we have learned that both groups learn best when they are not distracted by ESL labels. With the seamless approach, nonnative speakers do not feel self-conscious and segregated, and native speakers do not tune out detailed explanations that may also benefit them. Many of these traditional problem areas receive more coverage than you would find in other textbooks, arming the instructor with the material to effectively meet the needs of nonnative speakers. Moreover, the *Annotated Instructor's Edition* provides more than seventy-five ESL Teaching Tips designed specifically to help instructors better meet the needs of their nonnative speaking students.

## Issue-Focused Thematic Grammar

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

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

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

We also think that it is important to teach grammar in the context of the writing process. Students should not think that grammar is an isolated exercise. Therefore, **each grammar chapter includes a warm-up writing activity**. Students write and edit their paragraphs, paying particular attention to the grammar point covered in the chapter. The end of each grammar section also contains paragraph and essay writing topics that are related to the theme of the section and that follow different writing patterns. In these chapters, suggestions are provided for readings in Part V that relate to the grammar themes.

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

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

**Hints** In each chapter, Hint boxes highlight important writing and grammar points. Hints are useful for all students, but many will be particularly helpful for nonnative speakers. For example, in Chapter 12, one Hint encourages students to state an argument directly and a second Hint points out the need to avoid circular reasoning. In Chapter 22, a Hint discusses checking for consistent voice in compound sentences. Hints include brief discussions and examples so that students will see both concept and application.

### HINT Use Consistent Voice

When a sentence has two independent clauses and is joined by a coordinating conjunction, use a consistent voice. In other words, if one part of the sentence is active, the other should also be active.

**Not parallel** The researcher conducted the experiment, and then a report was written by him.

**Parallel** The researcher conducted the experiment, and then he wrote a report.  
(Both parts use the active voice.)

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

## VOCABULARY BOOST

### Using Varied Language

1. Underline the opening word of every sentence in your first draft. Check to see if some are repeated.
2. Replace repeated opening words with an adverb like *usually*, *generally*, or *fortunately* or a prepositional phrase, such as *On the side* or *Under the circumstances*. You can also begin the sentences with a phrase like *Leaving the door open*. In other words, avoid beginning too many sentences with a noun or transitional word.

#### Repeated First Words

We opened the door of the abandoned house. We looked nervously at the rotting floorboards. We thought the floor might collapse. We decided to enter. We walked carefully across the kitchen floor to the bedroom, one by one.

#### Variety

My cousins and I opened the door of the abandoned house. Nervously, we looked at the rotting floorboards. Thinking the floor might collapse, we decided to enter. One by one, we walked across the kitchen floor to the bedroom.

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

### THE WRITER’S DESK Write a Paragraph Plan

Refer to the information you generated in previous Writer’s Desk exercises and create a paragraph plan. If you think of new details that will explain your point more effectively, include them here.

Topic sentence: \_\_\_\_\_  
 \_\_\_\_\_

Support 1: \_\_\_\_\_

Details: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Support 2: \_\_\_\_\_

Details: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Support 3: \_\_\_\_\_

Details: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

**ILLUSTRATION AT WORK**

Patti Guzman is a registered nurse at a large hospital. She was invited to speak to nursing students at a local university. In the following excerpt from her speech, she gives examples to explain why a nurse must be in good physical health.

The topic sentence expresses the main idea.

Supporting sentences provide details and examples.

The concluding sentence brings the paragraph to a satisfying close.

**Physically, the job of a nurse is demanding.** On a daily basis, we must lift patients and move them. When patients are bedridden for prolonged periods, we must change their positions on their beds. When new patients arrive, we transfer them from stretchers to beds or from beds to wheelchairs. If patients fall, we must be able to help them stand up. If patients have difficulty walking, we must assist them. Patients who have suffered paralysis or stroke need to be lifted and supported when they are bathed and dressed. Keep in mind that some patients may be quite heavy, so the job requires a good level of physical strength.

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

**Reflect On It**

Think about what you have learned in this chapter. If you do not know an answer, review that topic.

1. What are four things that you should look for when revising?  

|                  |                         |
|------------------|-------------------------|
| <u>unity</u>     | <u>adequate support</u> |
| <u>coherence</u> | <u>style</u>            |
2. Circle the best answer(s). A paragraph is unified if
  - a. there are no irrelevant supporting details.
  - b. there are many facts and statistics.
  - c. all details support the topic sentence.
3. Circle the best answer: Transitional words are \_\_\_\_\_ that help ideas flow in a logical manner.
  - a. links
  - b. sentences
  - c. verbs
4. The *Editing Handbook* in Part IV includes information about grammar, spelling, and punctuation errors. In what chapter would you find information about the following topics? Look in the table of contents to find the chapter number.
 

|                              |                   |
|------------------------------|-------------------|
| a. capitalization            | <u>Chapter 36</u> |
| b. subject–verb agreement    | <u>Chapter 26</u> |
| c. faulty parallel structure | <u>Chapter 22</u> |



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

There is something for every student writer in this end-of-chapter feature. Students who respond well to visual cues will appreciate the media writing exercises in The Writer's Room in Part II: Paragraph Patterns. Students who learn best by hearing through collaboration will appreciate the discussion and group work prompts in The Writers' Circle section of selected The Writer's Rooms. To help students see how grammar is not isolated from the writing process, there are also The Writer's Room activities at the end of sections 1–8 in Part IV: The Editing Handbook. In addition, all Writer's Room exercises can be completed in MyWritingLab, giving students access to a wide range of customizable instruction, practice, and assessment.

## THE WRITER'S ROOM

MyWritingLab™

MyWritingLab™

Complete these  
writing assignments at  
[mywritinglab.com](http://mywritinglab.com)

### Writing Activity 1: Topics

Choose any of the following topics, or choose your own topic. Then write an illustration paragraph.

#### General Topics

1. important historical events
2. great things in life that are free
3. mistakes parents make
4. hobbies
5. positive personality traits

#### College and Work-Related Topics

6. pressures faced by college students
7. qualities that help you succeed
8. office etiquette
9. qualities of a good instructor
10. tools or equipment needed for your job

### Writing Activity 2: Media Writing

Watch a popular television show or movie that deals with students in a high school or college setting. Examples are the *American Pie* movies, *High School Musical*, or television programs such as *Glee*, *The Hills*, or *Gossip Girl*. You can even go on YouTube and type “peer pressure” into the search bar, and then watch some of the segments. Write a paragraph about the show, movie, or video segment and explain the ways that characters feel peer pressure. Provide several examples.



**The Writer's World eText** Accessed through MyWritingLab (www.mywritinglab.com), students now have the eText for *The Writer's World* at their fingertips while completing the various exercises and activities within MyWritingLab. Students can highlight important material and add notes to any section for further reflection and/or study throughout the semester.

## How We Organized *The Writer's World*

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

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

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

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

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

**Part V: Reading Strategies and Selections** offers tips, readings, and follow-up questions. Students learn how to write by observing and dissecting what they read. The readings relate to the themes found in Part IV: The Editing Handbook, thereby providing more fodder for generating writing ideas.

## Pearson Writing Resources for Instructors and Students

### Book-Specific Ancillary Material

*Annotated Instructor's Edition for The Writer's World: Paragraphs and Essays, 4/e*  
ISBN 0-321-89522-3

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

*Instructor's Resource Manual for The Writer's World: Paragraphs and Essays, 4/e*  
ISBN 0-321-89526-6

The material in the *IRM* is designed to save instructors time and provide them with effective options for teaching their writing classes. It offers suggestions for setting

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

PowerPoint Presentation for *The Writer's World: Paragraphs and Essays, 4/e*  
ISBN 0-321-90678-0

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

Answer Key for *The Writer's World: Paragraphs and Essays, 4/e*  
ISBN 0-321-89521-5

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

## MyWritingLab MyWritingLab™

### Where practice, application, and demonstration meet to improve writing.

MyWritingLab, a complete online learning program, provides additional resources and effective practice exercises for developing writers. MyWritingLab accelerates learning through layered assessment and a personalized learning path utilizing the Knewton Adaptive Learning Platform™, which customizes standardized educational content to piece together the perfect personalized bundle of content for each student. With over eight thousand exercises and immediate feedback to answers, the integrated learning aids of MyWritingLab reinforce learning throughout the semester.

### What makes the practice, application, and demonstration in MyWritingLab more effective?

**Diagnostic Testing:** MyWritingLab's diagnostic Path Builder test comprehensively assesses students' skills in grammar. Students are provided with an individualized learning path based on the diagnostic's results, identifying the areas where they most need help.

**Progressive Learning:** The heart of MyWritingLab is the progressive learning that takes place as students complete the Overview, Animation, Recall, Apply, and Write exercises along with the Post-test within each topic. Students move from preparation (Overview, Animation) to literal comprehension (Recall) to critical understanding (Apply) to the ability to demonstrate a skill in their own writing (Write) to total mastery (Post-test). This progression of critical thinking enables students to truly master the skills and concepts they need to become successful writers.

**Online Gradebook:** All student work in MyWritingLab is captured in the Online Gradebook. Instructors can see what and how many topics their students have mastered. They can also view students' individual scores on all assignments throughout MyWritingLab, as well as overviews by student, and class performance by module. Students can monitor their progress in new Completed Work pages, which show them their totals, scores, time on task, and the date and time of their work by module.

**eText:** The eText for *The Writer's World* is accessed through MyWritingLab. Students now have the eText at their fingertips while completing the various exercises and activities



Suneeti Phadke in the Caribbean



Lynne Gaetz in the Dominican Republic

within MyWritingLab. The MyWritingLab logo (MyWritingLab™) is used throughout the book to indicate exercises or writing activities that can be completed in and submitted through MyWritingLab (results flow directly to the Gradebook where appropriate).

## Additional Resources

Pearson is pleased to offer a variety of support materials to help make teaching writing easier for teachers and to help students excel in their coursework. Many of our student supplements are available free or at a greatly reduced price when packaged with *The Writer's World: Paragraphs and Essays, 4/e*. Visit [www.pearsonhighereducation.com](http://www.pearsonhighereducation.com), contact your local Pearson sales representative, or review a detailed listing of the full supplements package in the *Instructor's Resource Manual* for more information.

## Acknowledgments

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## Reviewers

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

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Lynne Gaetz and Suneeti Phadke

## A Note to Students

Your knowledge, ideas, and opinions are important. The ability to clearly communicate those ideas is invaluable in your personal, academic, and professional life. When your writing is error-free, readers will focus on your message, and you will be able to persuade, inform, entertain, or inspire them. *The Writer's World* includes strategies that will help you improve your written communication. Quite simply, when you become a better writer, you become a better communicator. It is our greatest wish for *The Writer's World* to make you excited about writing, communicating, and learning. Enjoy!

Lynne Gaetz & Suneeti Phadke  
 writingrewards@pearson.com

## Call for Student Writing!

Do you want to be published in *The Writer's World*? Send your paragraphs and essays to us along with your complete contact information. If your work is selected to appear in the next edition of *The Writer's World*, you will receive credit for your work and a copy of the book!

Lynne Gaetz and Suneeti Phadke  
 writingrewards@pearson.com

# Part I

## The Writing Process

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

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

### EXPLORING

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

### DEVELOPING

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

### REVISING AND EDITING

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

## THE PARAGRAPH AND THE ESSAY

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

### Characteristics of a Paragraph

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

### Characteristics of an Essay

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

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

### The Paragraph

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

Topic sentence

Supporting ideas

Concluding sentence

### The Essay

Born in Indiana, I've lived here for most of my life. Often, others mention that they are bored, yet this state has a variety of great entertainment venues that are affordable. Visitors and local citizens can visit state parks, museums, and the Indianapolis Motor Speedway.

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

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

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

Certainly, there is no reason to be bored in Indiana. The twenty-five state parks offer scenic landscapes, while the museums are entertaining and educational. The Indianapolis Motor Speedway provides the spectacle of watching cars travel at nearly two hundred miles per hour. All three attractions are entertaining and inspiring.

The introduction contains a thesis statement.

Body paragraphs (Each paragraph has a topic sentence that supports the thesis statement.)

Concluding paragraph

# 1 Exploring

## LEARNING OBJECTIVES

- LO 1** Define exploring. (p. 4)
- LO 2** Identify your topic. (p. 5)
- LO 3** Identify your audience. (p. 5)
- LO 4** Identify your purpose. (p. 5)
- LO 5** Practice exploring strategies. (p. 8)
- LO 6** Practice journal and portfolio writing. (p. 12)



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

- LO 1** Define exploring.

## What Is Exploring?

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

### TEACHING TIP

Ask students to think about informal writing that they have done—such as e-mailing, using Facebook, texting, or writing blogs—and reinforce the idea that they are already writers. They are simply going to engage in a different type of writing in this course.

## Understand Your Assignment

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

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

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



## ▶ EXPLORING

- STEP 1** **Think about your topic.** Determine what you will write about.
- STEP 2** **Think about your audience.** Consider your intended readers and what interests them.
- STEP 3** **Think about your purpose.** Ask yourself why you want to write.
- STEP 4** **Try exploring strategies.** Experiment with different ways to generate ideas.

### ESSAY LINK

When you plan an essay, you should follow the four exploring steps.

## Topic

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

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

## Audience

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

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

## HINT **Instructor as the Audience**

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

## Purpose

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

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

**LO 2** Identify your topic.

### TEACHING TIP

If you prefer, you can substitute the word *subject* for *topic*.

**LO 3** Identify your audience.

### TEACHING TIP

To help your students understand the concept of audience, ask them what tone they would adopt in the following cases: an oral presentation for a biology class, a postcard to a child, and a letter to the editor of a publication.

**LO 4** Identify your purpose.

**TEACHING TIP**

**Group Work**

Students can do Practice 1 in pairs or in groups.

**TEACHING TIP**

Ask students to translate Text A into standard English. The full text reads: “What is up? How are you? I can’t see you at 3 because I forgot about a doctor’s appointment. Do you want to meet later? I’m probably free tonight. Anyway, I will talk to you later.”

**TEACHING TIP**

Ask groups of students to create very short notes of congratulations aimed at a boss, a child, a best friend, and an acquaintance. Discuss how language changes with different audiences.

**HINT**

**General and Specific Purpose**

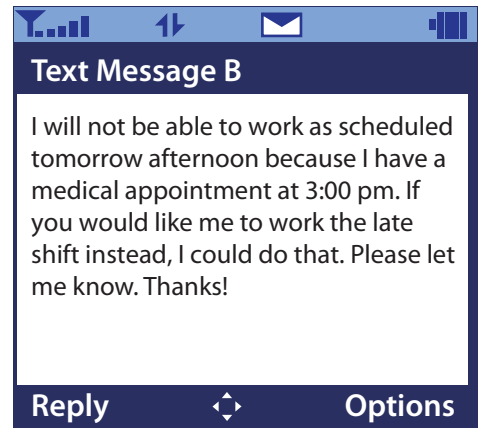
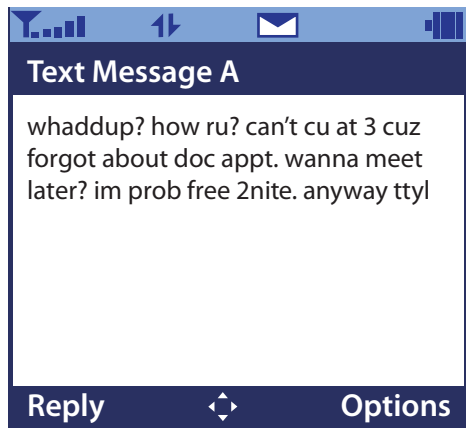
Your **general purpose** is to entertain, inform, or persuade. Your **specific purpose** is your more precise reason for writing. For example, imagine that you have to write about music. You can have the following general and specific purposes.

General purpose: to inform

Specific purpose: to explain how to become a better musician

**PRACTICE 1**

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



- Who is the intended audience for text message A?

  X   friend            boss

What language clues helped you determine the audience?

The language is informal: how ru, cu, cuz, doc, appt. ttyl

- Who is the intended audience for text message B?

           friend       X   boss

What language clues helped you determine the audience?

The language is formal, and grammatically correct sentences are used.

**TEACHING TIP**

**Group Work**

Students can do Practice 2 in pairs or groups. You might discuss how the language style is adapted for the different audiences.

Slang



Slang, informal tone



**PRACTICE 2**

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

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

What is the most likely source of this paragraph?

- a. Web site article      b. textbook      c. e-mail

What is its purpose? To inform

Who is the audience? Friend or family member

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

What is the most likely source of this paragraph?

- a. short story      b. textbook      c. e-mail

What is its purpose? To inform

Who is the audience? Students interested in learning about the history of music

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

What is the most likely source of this paragraph?

- a. Web site article      b. novel      c. e-mail

What is its purpose? To inform; to persuade

Who is the audience? Anyone interested in pursuing a career in music

3. She brought a magazine out of her purse and paged through it, and then set it down on her lap. The music changed—some piano piece that seemed tuneless, for all the notes running up and down the scale, and the whisper of a drum and brushes. She looked at the magazine. Staring at a bright picture of little girls in a grass field, she remembered something unpleasant, and turned the page with an impatient suddenness that made him look over at her.

What is the most likely source of this paragraph?

- a. short story      b. textbook      c. e-mail

What is the purpose? To entertain

Who is the audience? General readers of fiction

### TEACHING TIP

The paragraphs in Practice 2 came from these sources:

1. *Understanding Music* 3rd Edition, by Jeremy Yudkin, Pearson, page 297.
2. "Checklist for Booking Gigs" by Jake Sibley, from *Musician's Exchange*, found on *About.com*.
3. "Two Altercations" by Richard Bausch, Harper Perennial (2004).

## PRACTICE 3

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



"Oh no, not homework again."

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**LO 5** Practice exploring strategies.

### USER COMMUNITY

"Since I consider composition the most essential feature of my course, I use Parts 1–3 throughout the semester. . . . I especially emphasize exploring strategies since, regardless of the frequency of my exhortations, students still try to write the first draft immediately."

—Michael Lacky,  
William R. Harper College

### ESL TEACHING TIP

Reassure students that their freewriting (and other exploring strategies) can be messy and will not necessarily be marked for points.

## Exploring Strategies

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

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

### HINT When to Use Exploring Strategies

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

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

## Freewriting

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

### Sandra's Freewriting

College student Sandra Ahumada did freewriting about work. During her freewriting, she wrote everything that came to mind.

Work. I've only worked in a restaurant. Schedules are good for college students. Can work nights or weekends. Serving people so different from studying. You can relax your brain, go on automatic pilot. But you have to remember people's orders so it can be hard. And some customer are rude, rude, RUDE. In some jobs, you get tips in addition to the salary. Should people always tip servers?

### Sandra's Focused Freewriting

After Sandra did her general freewriting, she underlined ideas that she thought could be expanded into a complete paragraph. Then she looked at her underlined ideas to decide which one to write about. Her purpose was to persuade, so she chose a topic that she could defend. She did focused freewriting about tipping.

People should always tip in restaurants. Why. I dont earn a lot, so the tips are really important. I gotta lot a bills, and can't pay everything with minimum wage. What else? Diners should just consider the tip as a part of the cost of eating out. If they don't wanna tip, they should cook at home. Also, lots of other service people get tips and nobody cares. And bad service. It could be the cook's fault. We need those tips. Sure do.

### THE WRITER'S DESK Freewriting

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

Stress                  Nature                  Sports

## Brainstorming

**Brainstorming** is like freewriting except that you create a list of ideas, and you can take the time to stop and think when you create your list. As you think about the topic, write down words or phrases that come to mind. Do not be concerned about grammar or spelling. The point is to generate ideas.

### Jin's Brainstorming

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

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

### Jin's Focused Brainstorming

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

- video games, PlayStation
- parents worry about dangers on streets

### TECHNOLOGY LINK

On a computer, try typing without looking at the screen or with the screen turned off. Don't worry about mistakes.

### TEACHING TIP

Students can complete paragraph- and essay-length exercises in a print or computer journal. Many of these Writer's Desk topics come up again in Chapter 2, so ask students to save their exploring work.

### TEACHING TIP

#### Cooperative Learning (Jigsaw)

With the whole class, brainstorm some writing ideas for the topic “bad habits.” Then, divide the class into four groups. Assign a specific focused prewriting strategy to each group. (You can ask the entire class to work on one focused topic or assign different topics to each group.) Each team works together using an exploring strategy. Team A members do cooperative freewriting on the topic, Team B members use brainstorming, Team C members use clustering, and Team D members use questioning. One member from each team can write the strategy on the board, or one member can read aloud the team's work.