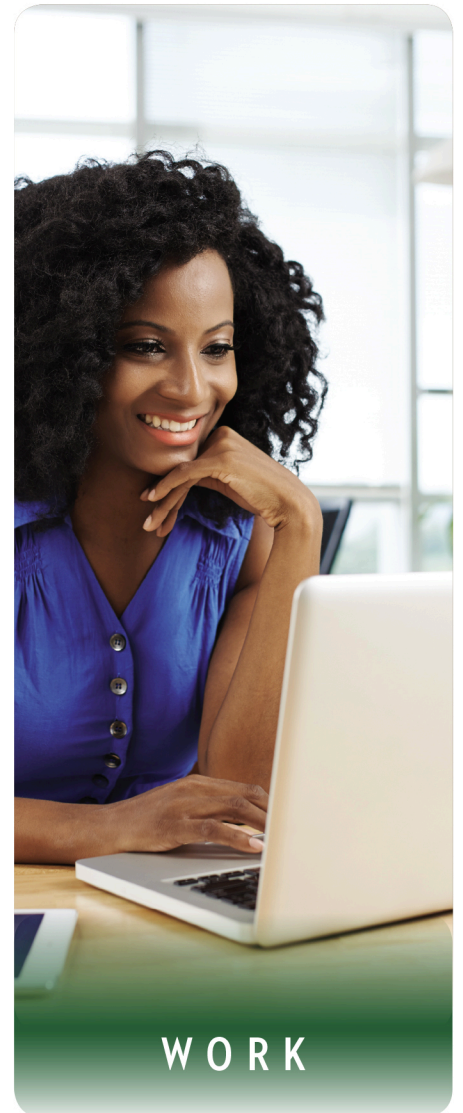


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JOHN LANGAN

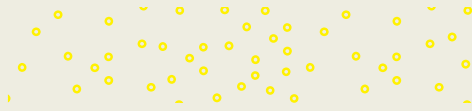


FOURTH EDITION

Exploring Writing

PARAGRAPHS AND ESSAYS





Exploring Writing

Paragraphs and Essays

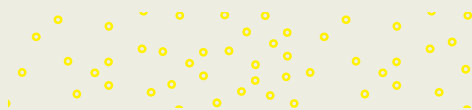
FOURTH EDITION

Zoé L. Albright

Metropolitan Community College—Longview

John Langan

Atlantic Cape Community College





EXPLORING WRITING: PARAGRAPHS AND ESSAYS, FOURTH EDITION

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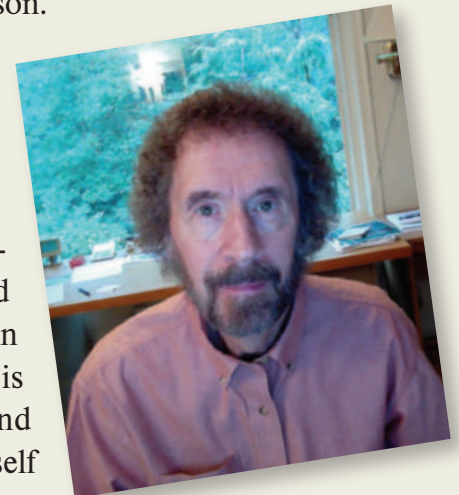
ABOUT THE AUTHORS

Zoé L. Albright has been involved in diverse aspects of education for twenty-two years. For the last eighteen years, she has been a faculty member at Metropolitan Community College—Longview, teaching developmental writing, composition, and literature. She has created and implemented traditional and online curricula for high school and college English and composition courses and for a variety of literature courses. She continues to research new educational theory and practices. In addition to this extensive teaching experience, Zoé is the co-author of *College Writing Skills with Readings 10/e* and *English Skills with Readings 9/e*. She has also contributed to other Langan texts, including the *Exploring Writing 3/e* books and *College Writing Skills with Readings 9/e*. She received her M.A. from Goldsmiths, University of London; B.S. and B.A. from the University of Idaho; and A.A. from Cottey College. She is currently pursuing a Ph.D. in Curriculum and Instruction at the University of Kansas. Travel is one of Zoé’s main passions. Whenever she travels, she incorporates what she has experienced and learned into her writing and teaching. Zoé currently resides outside Kansas City, Missouri, with her husband and teenage son.



Zoé L. Albright
Courtesy of Zoé L. Albright

John Langan has taught reading and writing at Atlantic Cape Community College near Atlantic City, New Jersey, for more than twenty-five years. The author of a popular series of college textbooks on both writing and reading, John enjoys the challenge of developing materials that teach skills in an especially clear and lively way. Before teaching, he earned advanced degrees in writing at Rutgers University and in reading at Rowan University. He also spent a year writing fiction that, he says, “is now at the back of a drawer waiting to be discovered and acclaimed posthumously.” While in school, he supported himself by working as a truck driver, a machinist, a battery assembler, a hospital attendant, and an apple packer. John now lives with his wife, Judith Nadell, near Philadelphia. In addition to his wife and Philly sports teams, his passions include reading and turning on non-readers to the pleasure and power of books. Through Townsend Press, his educational publishing company, he has developed the nonprofit “Townsend Library”—a collection of more than one hundred new and classic stories that appeal to readers of any age.



John Langan
Courtesy of Judith Nadell



BRIEF CONTENTS

PART 1 Writing: Skills and Process 2

1. An Introduction to Writing 4
2. The Writing Process 25

PART 2 Basic Principles of Effective Writing 58

3. The First and Second Steps in Writing 60
4. The Third and Fourth Steps in Writing 90
5. Four Bases for Revising Writing 126

PART 3 Paragraph Development 162

6. Exemplification 164
7. Narration 175
8. Description 184
9. Process 195
10. Cause and/or Effect 206
11. Comparison and/or Contrast 216
12. Definition 230
13. Division-Classification 240
14. Argument 251

PART 4 Essay Development 270

15. Introduction to Essay Development 272
16. Writing the Essay 285

17. Introductions, Conclusions, and Titles 315
18. Patterns of Essay Development 329

PART 5 Research-Based Writing 368

19. Information Literacy 370
20. Working with Sources 385
21. Writing a Research Paper 417

PART 6 Handbook of Sentence Skills 434

SECTION I Grammar 436

22. Subjects and Verbs 437
23. Sentence Sense 442
24. Fragments 445
25. Run-Ons 457
26. Regular and Irregular Verbs 468
27. Subject-Verb Agreement 476
28. More about Verbs 481
29. Pronoun Agreement and Reference 485
30. Pronoun Types 490
31. Adjectives and Adverbs 496
32. Misplaced and Dangling Modifiers 501

SECTION II Mechanics 511

33. Capital Letters 512
34. Numbers and Abbreviations 519

SECTION III Punctuation 524

- 35. Apostrophe 525
- 36. Quotation Marks 531
- 37. Comma 538
- 38. Other Punctuation Marks 546

SECTION IV Word Use 552

- 39. Commonly Confused Words 553
- 40. Effective Word Choice 563

SECTION V Tests 570

- 41. Editing Tests 571

PART 7 Readings for Writers 588**INTRODUCTION TO THE READINGS 590****GOALS AND VALUES 594****EDUCATION AND LEARNING 646****CHALLENGING SOCIETY 679**

Index 717

CONTENTS

Readings Listed by Rhetorical Mode xii
Preface xiv

PART 1 Writing: Skills and Process 2

1. An Introduction to Writing 4

Point and Support 5
Benefits of Paragraph Writing 8
Writing as a Way to Communicate with Others: Audience and Purpose 9
Writing as a Skill 12
Writing as a Process of Discovery 14
Keeping a Journal 15
Using Technology to Work Efficiently 17
MLA Format 22

2. The Writing Process 25

Prewriting 26
Writing a First Draft 34
Revising 36
Editing 37
Using Peer Review 40
Doing a Personal Review 42
Review Activities 42

PART 2 Basic Principles of Effective Writing 58

3. The First and Second Steps in Writing 60

Step 1: Begin with a Point 61

Step 2: Support the Point with Specific Evidence 71

Reinforcing Point and Support 74

The Importance of *Specific* Details 77

The Importance of *Adequate* Details 81

Writing a Paragraph 87

4. The Third and Fourth Steps in Writing 90

Step 3: Organize and Connect the Specific Evidence 91

Step 4: Write Clear, Error-Free Sentences 105

5. Four Bases for Revising Writing 126

Base 1: Unity 127

Base 2: Support 133

Base 3: Coherence 136

Base 4: Sentence Skills 142

Evaluating Paragraphs for All Four Bases: Unity, Support, Coherence, and Sentence Skills 146

The Writing Process in Action 149

PART 3 Paragraph Development 162

6. Exemplification 164

Paragraphs to Consider 165

Developing an Exemplification Paragraph 167

Writing an Exemplification Paragraph 169

7. Narration 175

- Paragraphs to Consider 176
- Developing a Narrative Paragraph 178
- Writing a Narrative Paragraph 180

8. Description 184

- Paragraphs to Consider 185
- Developing a Descriptive Paragraph 187
- Writing a Descriptive Paragraph 189

9. Process 195

- Paragraphs to Consider 196
- Developing a Process Paragraph 199
- Writing a Process Paragraph 201

10. Cause and/or Effect 206

- Paragraphs to Consider 207
- Developing a Cause and/or Effect Paragraph 208
- Writing a Cause and/or Effect Paragraph 210

11. Comparison and/or Contrast 216

- Paragraphs to Consider 217
- Methods of Development 218
- Additional Paragraph to Consider 222
- Developing a Comparison and/or Contrast Paragraph 223
- Writing a Comparison and/or Contrast Paragraph 226

12. Definition 230

- Paragraphs to Consider 231
- Developing a Definition Paragraph 233
- Writing a Definition Paragraph 235

13. Division-Classification 240

- Paragraphs to Consider 241
- Developing a Division-Classification Paragraph 244
- Writing a Division-Classification Paragraph 247

14. Argument 251

- Strategies for Arguments 252
- Paragraphs to Consider 257
- Developing an Argument Paragraph 259
- Writing an Argument Paragraph 263

PART 4 Essay Development 270**15. Introduction to Essay Development 272**

- What Is an Essay? 273
- Structure of the Traditional Essay 273
- Parts of an Essay 275
- Diagram of an Essay 278
- Important Considerations in Essay Development 282

16. Writing the Essay 285

- Step 1: Begin with a Point, or Thesis 286
- Step 2: Support the Thesis with Specific Evidence 293
- Step 3: Organize and Connect the Specific Evidence 298
- Step 4: Write Clear, Error-Free Sentences 304
- Revising Essays for All Four Bases: Unity, Support, Coherence, and Sentence Skills 311

17. Introductions, Conclusions, and Titles 315

- Introductory Paragraph 316
- Concluding Paragraph 319
- Identifying Introductions and Conclusions 322
- Titles 323
- Essay Writing Assignments 324

18. Patterns of Essay Development 329

- Developing an Essay with Emphasis on Exemplification 330
- Writing an Essay with Emphasis on Exemplification 333
- Developing an Essay with Emphasis on Narration 334
- Writing an Essay with Emphasis on Narration 338
- Developing an Essay with Emphasis on Description 339
- Writing an Essay with Emphasis on Description 342
- Developing an Essay with Emphasis on Process 343
- Writing an Essay with Emphasis on Process 346
- Developing an Essay with Emphasis on Cause and/or Effect 347
- Writing an Essay with Emphasis on Cause and/or Effect 349
- Developing an Essay with Emphasis on Comparison and/or Contrast 350
- Writing an Essay with Emphasis on Comparison and/or Contrast 353
- Developing an Essay with Emphasis on Definition 354
- Writing an Essay with Emphasis on Definition 357
- Developing an Essay with Emphasis on Division and Classification 358

Writing an Essay with Emphasis on Division and Classification 361

Developing an Essay with Emphasis on Argument 362

Writing an Essay with Emphasis on Argument 365

PART 5 Research-Based Writing 368

19. Information Literacy 370

- Using Online Sources Effectively 371
- Using the Library in the Context of the Digital World 377

20. Working with Sources 385

- Identifying and Avoiding Plagiarism 386
- Writing a Summary 386
- Writing a Paraphrase 397
- Using Direct Quotations 400
- Writing a Literary Analysis or Source-Based Essay 402
- Citing Sources 406

21. Writing a Research Paper 417

- Step 1: Get Started by Creating a Schedule 418
- Step 2: Select a Topic That You Can Readily Research 419
- Step 3: Limit Your Topic and Make the Purpose of Your Paper Clear 419
- Step 4: Brainstorm and Gather Information on Your Limited Topic 419
- Step 5: Keep Track of Your Sources and Take Notes 420
- Step 6: Write the Paper 420

Step 7: Create a “Works Cited”
Page 421
A Model Research Paper 421

PART 6 Handbook of Sentence Skills 434

SECTION I Grammar 436

22. Subjects and Verbs 437

A Simple Way to Find a
Subject 437

A Simple Way to Find a
Verb 437

More about Subjects and
Verbs 438

23. Sentence Sense 442

What Is Sentence Sense? 442

Turning On Your Sentence
Sense 442

Summary: Using Sentence
Sense 444

24. Fragments 445

Dependent-Word Fragments 445

-ing and *to* Fragments 448

Added-Detail Fragments 451

Missing-Subject Fragments 453

25. Run-Ons 457

What Are Run-Ons? 457

How to Correct Run-Ons 458

26. Regular and Irregular Verbs 468

Regular Verbs 468

Irregular Verbs 469

27. Subject–Verb Agreement 476

Words between Subject and
Verb 476

Verb before Subject 477

Compound Subjects 477

Indefinite Pronouns 478

28. More about Verbs 481

Verb Tense 481

Helping Verbs 482

Verbals 483

29. Pronoun Agreement and Reference 485

Pronoun Agreement 485

Pronoun Reference 487

30. Pronoun Types 490

Subject and Object

Pronouns 490

Possessive Pronouns 493

Demonstrative Pronouns 494

31. Adjectives and Adverbs 496

Adjectives 496

Adverbs 498

32. Misplaced and Dangling Modifiers 501

Misplaced Modifiers 501

Dangling Modifiers 502

SECTION II Mechanics 511

33. Capital Letters 512

Main Uses of Capital
Letters 512

Other Uses of Capital
Letters 514

Unnecessary Use of
Capitals 516

34. Numbers and Abbreviations 519

Numbers 519

Abbreviations 520

SECTION III Punctuation 524**35. Apostrophe 525**

Apostrophe in Contractions 525

Apostrophe to Show Ownership or Possession 526

36. Quotation Marks 531

Quotation Marks to Set Off the Words of a Speaker or Writer 531

Quotation Marks to Set Off Titles of Short Works 534

Other Uses of Quotation Marks 535

37. Comma 538

Six Main Uses of the Comma 538

38. Other Punctuation Marks 546

Colon (:) 546

Semicolon (;) 546

Dash (—) 547

Parentheses () 547

Hyphen (-) 548

SECTION IV Word Use 552**39. Commonly Confused Words 553**

Homonyms 553

Other Words Frequently Confused 557

40. Effective Word Choice 563

Slang 563

Clichés 564

Inflated Words 566

SECTION V Tests 570**41. Editing Tests 571****PART 7 Readings for Writers 588****INTRODUCTION TO THE READINGS**

The Format of Each Selection 590

How to Read Well: Four General Steps 591

How to Answer the Comprehension Questions: Specific Hints 592

GOALS AND VALUESWhat Students Need to Know about Today's Job Crisis
Don Bertram 595Propaganda Techniques in Today's Advertising
Ann McClintock 605The Great Spirit
Zitkala-Ša 613Advice to Youth
Mark Twain 619Inaugural Address
John F. Kennedy 623Neat People vs. Sloppy People
Suzanne Britt 629A Few Good Monuments Men
Noah Charney 633On Homecomings
Ta-Nehisi Coates 640**EDUCATION AND LEARNING**The Professor Is a Dropout
Beth Johnson 647How to Make It in College, Now That You're Here
Brian O'Keeney 655L.A. Targets Full-Time Community College Students for Free Tuition
Anna M. Phillips 663Carol Dweck Revisits the "Growth Mindset"
Carol Dweck 668In Praise of the F Word
Mary Sherry 673

CHALLENGING SOCIETY

Is Sex All That Matters?

Joyce Garity 680

Mayor of Rust

Sue Halpern 686

Why You May Need Social Media for
Your Career

John Warner 696

Lincoln's Second Inaugural Address
(1865)

Abraham Lincoln 701

Serena Williams Is the Greatest

Vann R. Newkirk II 705

Raise the Minimum Wage, Reduce
Crime?

Juleyka Lantigua-Williams 710

Index 717

READINGS LISTED BY RHETORICAL MODE

Note: Some selections are cross-listed because they illustrate more than one rhetorical method of development.

EXEMPLIFICATION

- What Students Need to Know about Today's Job Crisis *Don Bertram* 595
Propaganda Techniques in Today's Advertising *Ann McClintock* 605
Neat People vs. Sloppy People *Suzanne Britt* 629
A Few Good Monuments Men *Noah Charney* 633
On Homecomings *Ta-Nehisi Coates* 640
How to Make It in College, Now That You're Here *Brian O'Keeney* 655
L.A. Targets Full-Time Community College Students For Free Tuition *Anna M. Phillips* 663
Carol Dweck Revisits the "Growth Mindset" *Carol Dweck* 668
Is Sex All That Matters? *Joyce Garity* 680
Mayor of Rust *Sue Halpern* 686
Serena Williams Is the Greatest *Vann R. Newkirk II* 705

DESCRIPTION

- The Great Spirit *Zitkala-Ša* 613
Neat People vs. Sloppy People *Suzanne Britt* 629
Is Sex All That Matters? *Joyce Garity* 680
Serena Williams Is the Greatest *Vann R. Newkirk II* 705

NARRATION

- What Students Need to Know about Today's Job Crisis *Don Bertram* 595
The Great Spirit *Zitkala-Ša* 613
A Few Good Monuments Men *Noah Charney* 633
On Homecomings *Ta-Nehisi Coates* 640
L.A. Targets Full-Time Community College Students For Free Tuition *Anna M. Phillips* 663
Mayor of Rust *Sue Halpern* 686

PROCESS

- Advice to Youth *Mark Twain* 619
Inaugural Address *John F. Kennedy* 623
A Few Good Monuments Men *Noah Charney* 633

How to Make It in College, Now That You're Here *Brian O'Keeney* 655
 Carol Dweck Revisits the "Growth Mindset" *Carol Dweck* 668
 Mayor of Rust *Sue Halpern* 686

CAUSE AND/OR EFFECT

Propaganda Techniques in Today's Advertising *Ann McClintock* 605
 A Few Good Monuments Men *Noah Charney* 633
 On Homecomings *Ta-Nehisi Coates* 640
 The Professor Is a Dropout *Beth Johnson* 647
 Is Sex All That Matters? *Joyce Garity* 680
 Lincoln's Second Inaugural Address (1865) *Abraham Lincoln* 701
 Raise the Minimum Wage, Reduce Crime? *Juleyka Lantigua-Williams* 710

COMPARISON AND/OR CONTRAST

Neat People vs. Sloppy People *Suzanne Britt* 629
 Carol Dweck Revisits the "Growth Mindset" *Carol Dweck* 668
 Is Sex All That Matters? *Joyce Garity* 680
 Mayor of Rust *Sue Halpern* 686
 Why You May Need Social Media for Your Career *John Warner* 696
 Lincoln's Second Inaugural Address (1865) *Abraham Lincoln* 701

DEFINITION

Propaganda Techniques in Today's Advertising *Ann McClintock* 605
 Neat People vs. Sloppy People *Suzanne Britt* 629

DIVISION-CLASSIFICATION

What Students Need to Know about Today's Job Crisis *Don Bertram* 595
 Propaganda Techniques in Today's Advertising *Ann McClintock* 605

ARGUMENT

What Students Need to Know about Today's Job Crisis *Don Bertram* 595
 Advice to Youth *Mark Twain* 619
 Inaugural Address *John F. Kennedy* 623
 A Few Good Monuments Men *Noah Charney* 633
 In Praise of the F Word *Mary Sherry* 673
 Is Sex All That Matters? *Joyce Garity* 680
 Why You May Need Social Media for Your Career *John Warner* 696
 Lincoln's Second Inaugural Address (1865) *Abraham Lincoln* 701
 Serena Williams Is the Greatest *Vann R. Newkirk II* 705
 Raise the Minimum Wage, Reduce Crime? *Juleyka Lantigua-Williams* 710

Preface

Exploring Personal, Academic, and Workplace Writing



Exploring Writing: Paragraphs and Essays 4/e is flexible. Throughout the book, students are exposed to examples of writing that reflect the three key realms of their lives—personal, academic, and workplace. Seeing these different types of writing can help them understand the critical way in which writing will have an impact on the many facets of their lives.



To help students learn the different characteristics of each type of writing, icons identifying specific writing pieces, examples, and assignments are integrated throughout the chapters. Writings that employ first-person point of view, narrative, and/or an informal tone are marked “Personal.” Writings that employ a third-person point of view, a formal tone, and focus on academic topics are identified as “Academic.” Writings that employ a third-person point of view, a formal tone, and focus on employment-related topics are marked “Work.”

Students will see models and examples for many writing situations. Parts Three and Four, for example, include new sample paragraphs reflecting academic and workplace writing while continuing to offer familiar as well as updated personal writing examples. Writing assignments and grammar assignments have also been updated to provide practice with multiple writing situations. This variety provides great flexibility in the kinds of assignments you prefer to give.

New Focus on Information Literacy and Research Writing

Exploring Writing: Paragraphs and Essays 4/e has a new, updated focus on information literacy, working with sources, and writing research papers. Students are introduced to using and locating online sources effectively and efficiently and employing critical thinking skills to determine the reliability and validity of sources found. Resources available at most college libraries—including the expertise of resource librarians and how to make best use of that expertise—are discussed in detail. In addition to learning how to choose sources, students are exposed to a new, more in-depth look at the skill of incorporating their sources into a source-based essay. Paraphrasing, summarizing, and direct quoting are explained in more depth, and multiple activities are provided to give students the practice they need. Finally, writing a research paper is explained in detail, including how to create a plan to meet deadlines set by instructors, how to take good notes, how to incorporate sources to avoid plagiarism, and how to use proper MLA format. In addition to the sample research paper, students are also given the opportunity to read and work with additional source-based essays, including a literary analysis.

Exploring and Mastering the Four Bases: Unity, Support, Coherence, Sentence Skills

Exploring Writing emphasizes writing skills and process. By referring to a set of four skills for effective writing, *Exploring Writing* encourages new writers to see writing as a skill that can be learned and a process that must be explored. The four skills, or bases, for effective writing are as follows:

- **Unity:** Discover a clearly stated point or topic sentence, and make sure that all other information in the paragraph or essay supports that point.
- **Support:** Support the points with specific evidence, and plenty of it.
- **Coherence:** Organize and connect supporting evidence so that paragraphs and essays transition smoothly from one bit of supporting information to the next.
- **Sentence skills:** Revise and edit so that sentences are error-free for clearer and more effective communication.

The four bases are essential to effective writing, whether it be a narrative paragraph, a cover letter for a job application, or an essay assignment.

UNITY

Discover a clearly stated point, or topic sentence, and make sure all the other information in the paragraph or essay is in support of that point.

SUPPORT

Support points with specific evidence, and plenty of it.

COHERENCE

Organize and connect supporting evidence so that paragraphs and essays transition smoothly from one bit of supporting information to the next.

SENTENCE SKILLS

Revise and edit so that sentences are error-free for clearer and more effective communication.

CHAPTER-BY-CHAPTER CHANGES

In addition to maintaining its hallmark, the four bases framework for writing and revising, *Exploring Writing: Paragraphs and Essays 4/e* includes the following chapter-by-chapter emphases and changes:

Part 1: Writing Skills and Process

- New sample paragraphs that reflect personal, academic, and workplace writing
- New section on using technology to write and study efficiently
- Inclusion of Diagram of a Paragraph, with color-coded annotations that explain the parts of a paragraph and how they flow
- Revised and updated coverage of MLA formatting in research writing
- Revised and enhanced coverage of audience and purpose
- Enhanced discussion of peer and personal review
- Targeted instruction and illustration of proper e-mail and discussion forum post writing

Part 2: Basic Principles of Effective Writing

- New sample paragraphs that reflect personal, academic, and workplace writing
- Inclusion of brand-new section, “The Writing Process in Action,” demonstrating a student’s working through all stages of the writing process from prewriting through peer review, self-evaluation, and revising

Part 3: Paragraph Development

- Several new student paragraphs and Writing Assignments that reflect personal, academic, and workplace writing and that address high-interest topics
- Inclusion in each chapter of one complete Checklist that is more focused on the specific needs of the targeted mode
- Inclusion of multiple across-chapter cross-references to related topics

Part 4: Essay Development

- Inclusion of Diagram of an Essay with brand-new accompanying walk-through of an annotated essay, illustrating the parts of the essay and how they work together
- Introductory text for each pattern with explanation of how multiple modes function together in one essay
- All sample essays emphasize one pattern or mode, but include other modes as well to more fully reflect real writing
- Inclusion of multiple across-chapter cross-references to related topics
- Updated Essay Checklist

Part 5: Research-Based Writing

Brand-new Part updating and coalescing previous coverage and weaving in new relevant topics

Chapter 19: Information Literacy

- New chapter with updated coverage of students' use of the Internet, technology, and the library in the digital age

Chapter 20: Working with Sources

- Revised, newly focused, and enhanced treatment of summarizing and paraphrasing
- Updated and increased coverage of identifying and avoiding plagiarism
- New, visually called out and identified examples of source-based essay writing and literary analysis
- Revised and updated coverage of MLA formatting in research writing

Chapter 21: Writing a Research Paper

- Updated discussion of key research skills including how to create a workable timeline for writing a research paper
- Revised and updated coverage of MLA formatting in research writing

Part 6: Handbook of Sentence Skills

- Revised and strengthened coverage of key sentence skills such as pronoun usage and verbs
- Revised and newly focused treatment of irregular and regular verbs
- New grammar activities, exercises, and Review Tests that continue to incorporate personal, academic, and workplace-related themes
- New and existing test and activity material is typically focused on one issue so that it reads as a unified passage

Part 7: Readings for Writers

- Newly organized and titled sub-sections:
 - Goals and Values
 - Education and Learning
 - Challenging Society
- Readings updated to include eleven new selections by diverse and well-respected authors:
 - “What Students Need to Know about Today’s Job Crisis” by Don Bertram
 - “The Great Spirit” by Zitkala-Ša
 - “A Few Good Monuments Men” by Noah Charney
 - “On Homecomings” by Ta-Nehisi Coates
 - “L.A. Targets Full-Time Community College Students for Free Tuition” by Anna M. Phillips
 - “Carol Dweck Revisits the ‘Growth Mindset’” by Carol Dweck
 - “Mayor of Rust” by Sue Halpern
 - “Why You May Need Social Media for Your Career” by John Warner
 - “Lincoln’s Second Inaugural Address” (1865) by Abraham Lincoln
 - “Serena Williams Is the Greatest” by Vann R. Newkirk II
 - “Raise the Minimum Wage, Reduce Crime?” by Juleyka Lantigua-Williams
- Each new reading accompanied by new full set of questions and assignments
- All assignments reflect personal, academic, or workplace-related themes

Connect Writing and the *Exploring Writing* Master Course

Connect is a highly reliable, easy-to-use homework and learning management solution that embeds learning science and award-winning adaptive tools to improve student results. Connect Writing offers comprehensive, reliable writing and research content that is designed to actively engage students and help prepare them to be successful writers. LearnSmart Achieve's adaptive technology creates an optimal learning path for each individual student, so that students spend less time in areas they already know and more time in areas they don't. Connect Writing provides a systematic and easily deployed option for instructors and administrators to assess their program's learning outcomes.

In this master course, which you can copy to your own Connect account and adapt as you wish, you will find various Connect Writing assignment types aligned to every chapter of the *Exploring Writing: Paragraphs and Essays* text to accelerate learning. Zoé L. Albright sets up

- *LearnSmart Achieve* topics
- *Power of Process* assignments
- writing prompts
- concept *PowerPoint* presentations

Contact your local McGraw-Hill representative to copy the course to your Connect account.

LearnSmart Achieve

LearnSmart Achieve offers students an adaptive, individualized learning experience designed to ensure the efficient mastery of reading and writing skills in tandem. By targeting students' strengths and weaknesses, LearnSmart Achieve customizes its lessons and facilitates high-impact learning at an accelerated pace.

Evaluate and Revise a Thesis Statement for Effectiveness

3/3

Student Essay Excerpt: Final Draft

The introductory paragraph below is adapted from the final draft of the essay “Fraud Alert.” The thesis includes the following elements: a **clearly stated topic** and a **clearly stated and supportable controlling idea**.

A new brand of retail store has developed over the past several years. The superstore overwhelms smaller, independent competitors with its larger inventory, lower prices, and multiple locations. The chain bookstore is a unique kind of superstore: part store, part library, part café, it’s a place where the emphasis has shifted from selling books to getting people to visit, apparently. It is the policy of these stores not to pressure customers, and they usually provide ample tables and sofas. This laid-back atmosphere has created a new breed of bookstore patron. **In fact, there are specific types of customers at these bookstores, and they can be easily distinguished by their**

< BACK

GIVE FEEDBACK

BACK TO LIBRARY

Drag each supporting detail to the thesis statement with which it goes.

Drag each item into the appropriate category.
Click on an item to send it to the back of the stack.

I was never able to connect with teachers, some of whom never even learned my name.

Thesis statement: Mr. Richardson, my high school math teacher, had an important impact on my life.

Thesis statement: Teachers are an important aspect of the community for many reasons.

Teachers provide important community services; they teach children how to read, write, do math, and be better citizens.

I was never good at math and dreaded going to school; I felt I would never understand the problems or do well on the tests.

Do you know the answer?

I know it

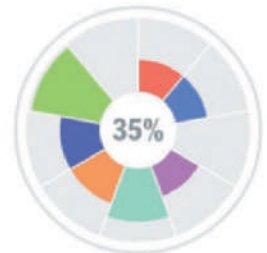
Think so

Unsure

No idea

PROGRESS

X



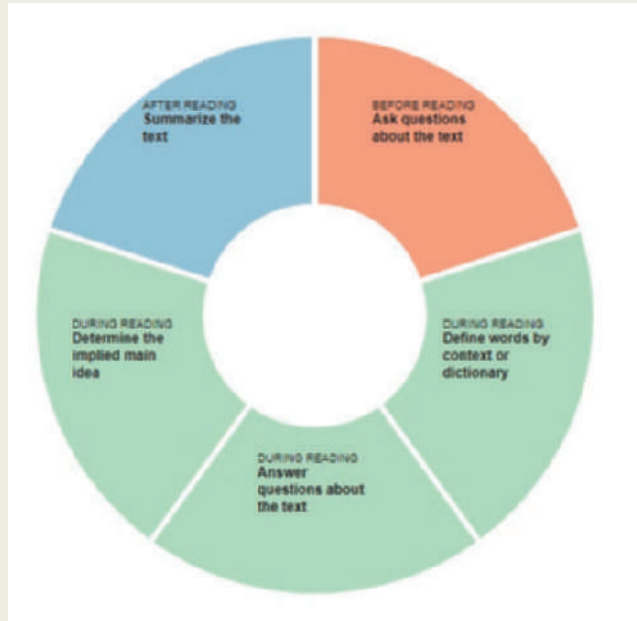
- Recognize the thesis statement of an essay. (20%)
- Develop an effective thesis statement that is neither too narrow, too broad, presents the topic, presents the central and controlling idea, and can be supported. (20%)
- Evaluate and revise a thesis statement for effectiveness. (20%)
- Maintain a logical relationship between an essay's thesis statement and its topic sentences. (15%)
- Evaluate the supporting details in each paragraph of an essay and revise for effectiveness. (10%)
- Recognize and develop an effective introduction. (20%)

ASSIGNMENT PROGRESS: Thesis Statement and Support in an Essay 35%



Power of Process

One overarching goal is at the heart of Power of Process: for students to become self-regulating, strategic readers and writers. Power of Process facilitates engaged reading and writing processes using research-based best practices suggested by major professional reading and writing organizations.



Power of Process – Writing with Style

DURING READING
Find and evaluate the supporting details

Which examples, facts, and explanations adequately support the text's main idea? Why do these details provide strong support?

[Save](#)

How to Annotate: Use your cursor to highlight text, and a comment icon will appear. Click on the comment icon to add your comment.

Annotation Legend
 The annotations you add for the following strategies will appear in the highlight color below:

- Scan for new vocabulary
- Find the stated or implied main idea
- Find and evaluate the supporting details

How To Write With Style
 Kurt Vonnegut

Kurt Vonnegut, Jr., "How to Write with Style." International Paper Company, 1980. Reprinted by permission of Donald C. Farber, Trustee of Kurt Vonnegut, Jr.

Kurt Vonnegut (1922-2007) received an M.A. in 1973 from the University of Chicago, which he originally left in 1947 due to lack of money after drafting three theses. A testament to his esteemed publishing career, University of Chicago accepted his novel *Cat's Cradle* (1963) in place of a thesis in awarding his degree. Born in 1922 in Indianapolis, Indiana, Vonnegut studied from 1940-1942 at Cornell University before enlisting in the U.S. Army. While serving, Vonnegut fought in the Battle of the Bulge and was taken prisoner of war, tortured, and received the Purple Heart. War is a common theme throughout many of his published articles and five collections of short stories, eight plays, and various essays published in collections and in periodicals such as *Cosmopolitan*, the *Ladies' Saturday Evening Post*. His work is known for combining science fiction, philosophy, and humor, and for its pessimism about the possibility of human kindness as perhaps the only saving grace. Some of Vonnegut's best-known works include *Slaughterhouse Five* (1969), *Breakfast of Champions* (1973), and *Slapdance* (1977). This short piece entitled *How to write with style* was originally published in 1980 by the International Paper Company.

Newspaper reporters and technical writers are trained to reveal almost nothing about themselves in their writings. This makes them feals in the almost all of the other ink-stained wretches in that world **reveal a lot about themselves to readers**. We call these revelations, accidental and style.

These revelations tell us as readers what sort of person it is with whom we are spending time. Does the writer sound ignorant or informed, stue honest, humorless or playful? And on and on.

Why should you examine your writing style with the idea of improving it? Do so as a mark of respect for your readers, whatever you're writing thoughts any which way, your readers will surely feel that you care nothing about them. **They will mark you down as an egomaniac or a thundershee—or worse, they will stop reading you.**

[Cancel](#) [Save](#)

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Zoé L. Albright

John Langan

Exploring Writing

PART 1

Writing: Skills and Process

CHAPTER 1

An Introduction to Writing

CHAPTER 2

The Writing Process

PART ONE WILL

- introduce you to the basic principles of effective writing
- present writing as a skill and as a process of discovery
- present writing as a way to communicate with others
- discuss the efficient and effective use of technology in writing
- explain and illustrate the sequence of steps in writing an effective paragraph, including:
 - prewriting
 - revising
 - editing
- ask you to write a paragraph

EXPLORING WRITING PROMPT:

This part of the text explains writing as an invaluable tool in college and beyond. Focus on one of your favorite activities—playing basketball, cooking, watching movies, listening to music alone in your room, or just taking a walk, for example. Then, pretend that you have been asked to explain the reasons you enjoy this activity to the other students in your writing class. Now, on a piece of paper or on a computer, write the answers to the following questions:



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1. Would you rather stand up in front of the class and explain these reasons in person, or would you rather explain them in a written note or letter?
2. What advantages might speaking have over writing in this example? What advantages might there be in writing your reasons in a note or letter?
3. Which method would you find harder? Why?
4. What are the differences between speaking about this topic and writing about it?

An Introduction to Writing

CHAPTER PREVIEW

Point and Support

- An Important Difference between Writing and Talking
- Point and Support in a Paragraph

Benefits of Paragraph Writing

- Diagram of a Paragraph

Writing as a Way to Communicate with Others

- Purpose
- Audience

Writing as a Skill

Writing as a Process of Discovery

Keeping a Journal

Using Technology to Work Efficiently

- Using Technology to Communicate Effectively
- Using a Computer at Each Stage of the Writing Process

MLA Format



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RESPONDING TO IMAGES

College offers many different challenges for students. In order to be a successful student, you should know your individual strengths and weaknesses. Take some time to think about your strengths and weaknesses as a student. Later in this chapter you will be asked to write a paragraph on this topic.

The experience I had writing my first college essay helped shape this book. I received a C– for the essay. Scrawled beside the grade was the comment “Not badly written, but ill-conceived.” I remember going to the instructor after class, asking about his comment as well as the word *Log* that he had added in the margin at various spots. “What are all these logs you put in my paper?” I asked, trying to make a joke of it. He looked at me a little wonderingly. “Logic, Mr. Langan,” he answered, “logic.” He went on to explain that I had not thought out my paper clearly. There were actually two ideas rather than one in my thesis, one supporting paragraph had nothing to do with either idea, another paragraph lacked a topic sentence, and so on. I’ve never forgotten his last words: “If you don’t think clearly,” he said, “you won’t write clearly.”

I was speechless, and I felt confused and angry. I didn’t like being told that I didn’t know how to think. I went back to my room and read over my paper several times. Eventually, I decided that my instructor was right. “No more logs,” I said to myself. “I’m going to get these logs out of my papers.”

My instructor’s advice was invaluable. I learned that clear, disciplined thinking is the key to effective writing. *Exploring Writing: Paragraphs and Essays* develops this idea by breaking down the writing process into a series of four logical, easily followed steps. These steps, combined with practical advice about prewriting and revision, will help you write strong papers.

Here are the four steps in a nutshell:

1. Discover a clearly stated point.
2. Provide logical, detailed support for your point.
3. Organize and connect your supporting material.
4. Revise and edit so that your sentences are effective and errorfree.

Part 2 of this book explains each of these steps in detail and provides many practice materials to help you master them.

Point and Support

An Important Difference between Writing and Talking

In everyday conversation, you make all kinds of points or assertions. You say, for example, “My boss is a hard person to work for”; “It’s not safe to walk in our neighborhood after dark”; or “Poor study habits keep getting me into trouble.” Your points concern personal matters as well as, at times, outside issues: “That trade will be a disaster for the team”; “*CSI* is the most entertaining drama on TV”; “Students are better off working for a year before attending college.”

The people you are talking with do not always challenge you to give reasons for your statements. They may know why you feel as you do, or they may already agree with you, or they simply may not want to put you on the spot; and so they do not always ask “Why?” But the people who read what you write may not know you, agree with you, or feel in any way obliged to you. If you want to communicate effectively with readers, you must provide solid evidence for any point you make. An important difference, then, between writing and talking is this: *In writing, any idea that you advance must be supported with specific reasons or details.*

Think of your readers as reasonable people. They will not take your views on faith, but they are willing to consider what you say as long as you support it. Therefore, remember to support with specific evidence any point that you make.

Point and Support in a Paragraph

In conversation, you might say to a friend who has suggested a movie, “No, thanks. Going to the movies is just too much of a hassle. Parking, people, everything.” From shared past experiences, your friend may know what you are talking about so that you will not have to explain your statement. But in writing, your point would have to be backed up with specific reasons and details.

Below is a paragraph, written by a student named Diane Woods, on why moviegoing is a nuisance. A *paragraph* is a short paper of 150 to 200 words. It usually consists of an opening point called a *topic sentence* followed by a series of sentences that support that point.



The Hazards of Moviegoing

Although I love movies, I have found that there are drawbacks to moviegoing. One problem is just the inconvenience of it all. To get to the theater, I have to drive for at least fifteen minutes, or more if traffic is bad. It can take forever to find a parking spot, and then I have to walk across a huge parking lot to the theater. There I encounter long lines, sold-out shows, and ever-increasing prices. And I hate sitting with my feet sticking to the floor because of other people’s spilled snacks. Another problem is my lack of self-control at the theater. I often stuff myself with unhealthy calorie-laden snacks. My choices might include a bucket of popcorn dripping with butter, a box of Milk Duds, a large Coke, or all three. Finally, the worst problem is some of the other moviegoers. As kids run up and down the aisle, teenagers laugh and shout at the screen. People of all ages drop soda cups and popcorn tubs, cough and burp, and squirm endlessly in their seats. All in all, I would rather stay home and watch movies on cable TV or Netflix in the comfort of my own living room.

Notice what the supporting evidence does here. It provides you, the reader, with a basis for understanding *why* the writer makes the point that is made. Through this specific evidence, the writer has explained and successfully communicated the idea that moviegoing can be a nuisance.

The evidence that supports the point in a paragraph often consists of a series of reasons followed by examples and details that support the reasons. That is true of the paragraph above: three reasons are provided, with examples and details that back up those reasons. Supporting evidence in a paper can also consist of anecdotes, personal experiences, facts, studies, statistics, and the opinions of experts.

ACTIVITY 1

The paragraph on moviegoing, like almost any piece of effective writing, has two essential parts: (1) a point is advanced, and (2) that point is then supported. Taking a minute to outline the paragraph will help you understand these basic parts clearly. Add the words needed to complete the outline of the paragraph.

Point: There are drawbacks to moviegoing.

Support:

1. _____
 - a. Fifteen-minute drive to theater
 - b. _____
 - c. Long lines, sold-out shows, and increasing prices
 - d. _____
2. Lack of self-control
 - a. Often stuff myself with unhealthy snacks
 - b. Might have popcorn, candy, soda, or all three
3. _____
 - a. _____
 - b. _____
 - c. People of all ages make noise

ACTIVITY 2

An excellent way to get a feel for the paragraph is to write one. Your instructor may ask you to do that now. The only guidelines you need to follow are the ones described here. There is an advantage to writing a paragraph right away, at a point where you have had almost no instruction. This first paragraph will give a quick sense of your needs as a writer and will provide a baseline—a standard of comparison that you and your instructor can use to measure your writing progress during the semester.

Here, then, is your topic: The opening photo of this chapter asked you to think about your strengths and weaknesses as a student. Select one of your strengths or weaknesses and write a paragraph on why you believe it to be a strength or weakness. Provide three reasons why you consider it a strength or weakness, and give plenty of details to develop each of your three reasons.

Notice that the sample paragraph, “The Hazards of Moviegoing,” has the same format your paragraph should have. You should do what this writer has done:

- State a point in the first sentence.
- Give three reasons to support the point.
- Introduce each reason clearly with signal words (such as *First of all*, *Second*, and *Finally*).
- Provide details that develop each of the three reasons.

Benefits of Paragraph Writing

Paragraph writing offers at least three benefits. First of all, mastering the structure of the paragraph will help make you a better writer. For other courses, you'll often do writing that will be variations on the paragraph form—for example, exam answers, summaries, response papers, and brief reports. In addition, paragraphs serve as the basic building blocks of essays, the most common form of writing in college. The basic structure of the traditional paragraph, with its emphasis on a clear point and well-organized, logical support, will help you write effective essays and almost every kind of paper that you will have to do.

Second, the discipline of writing a paragraph will strengthen your skills as a reader and listener. You'll become more critically aware of other writers' and speakers' ideas and the evidence they provide—or fail to provide—to support those ideas.

Most important, paragraph writing will make you a stronger thinker. Writing a solidly reasoned paragraph requires mental discipline and close attention to a set of logical rules. Creating a paragraph in which there is an overall topic sentence supported by well-reasoned, convincing evidence is more challenging than writing a free-form or expressive paper. Such a paragraph obliges you to carefully sort out, think through, and organize your ideas. You'll learn to discover and express just what your ideas are and to develop those ideas in a sound and logical way. Traditional paragraph writing, in short, will train your mind to think clearly, and that ability will prove to be of value in every phase of your life.

Diagram of a Paragraph

The following diagram shows you at a glance the different parts of a standard college paragraph. The diagram will serve as a helpful guide when you are writing or evaluating paragraphs.

Topic sentence	The <i>topic sentence</i> states the main idea advanced in the paragraph.
Support point 1 Specific evidence	The <i>support point</i> advances the first point for the main idea and provides <i>specific evidence</i> that develops that point.
Support point 2 Specific evidence	The <i>support point</i> advances the second point for the main idea and provides <i>specific evidence</i> that develops that point.
Support point 3 Specific evidence	The <i>support point</i> advances the third point for the main idea and provides <i>specific evidence</i> that develops that point.
Concluding sentence	The <i>concluding sentence</i> is the final thought that stems from and reinforces the topic of the paragraph.

Sample Annotated Paragraph

Dr. Seuss, born Theodor Seuss Geisel, wrote and illustrated more than forty books for children, but his three most important books are *Horton Hears a Who!*, *The Lorax*, and *The Sneetches*. In *Horton Hears a Who!*, Horton finds and protects a speck of dust that turns out to be a tiny planet. Because the other animals cannot see nor hear the people on the planet, they tease Horton for his beliefs. Despite danger and bullying, Horton stands up for the community and saves it from being destroyed by the other animals. In *The Lorax*, the Lorax stands up for the environment and the Truffula trees. The trees are being cut down to be turned into Thneeds, garments that are knitted out of the trees' silk-like leaves. As more and more people want Thneeds, the factories grow, the forests are cut down, and the air is filled with smog. Through it all, the Lorax keeps pleading with the factory owners to stop killing the forests and pay attention to the environment. In *The Sneetches*, the Sneetches learn about discrimination. The Sneetches with stars on their bellies don't treat the Sneetches without stars nicely. A shady businessman creates a machine that stamps stars onto Sneetches bellies. This causes the original Sneetches to get upset because they lose their specialness and leads to a series of events in which Sneetches get stars stamped on their bellies and removed from their bellies until no one has any more money. The Sneetches eventually learn that discrimination is hurtful. While Dr. Seuss wrote many other books, these three have very powerful messages.

Writing as a Way to Communicate with Others: Audience and Purpose

When you talk, chances are you do not treat everyone the same. For example, you are unlikely to speak to your boss in the same way that you chat with a young child. Instead, you adjust what you say to suit the people who are listening to you—your *audience*. Similarly, you probably change your speech each day to suit whatever *purpose* you have in mind when you are speaking. For instance, if you wanted to tell someone how to get to your new apartment, you would speak differently than if you were describing your favorite movie.

To communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work. The ability to adjust your writing to suit your purpose and audience will serve you well, not only in the classroom but also in the workplace and beyond.