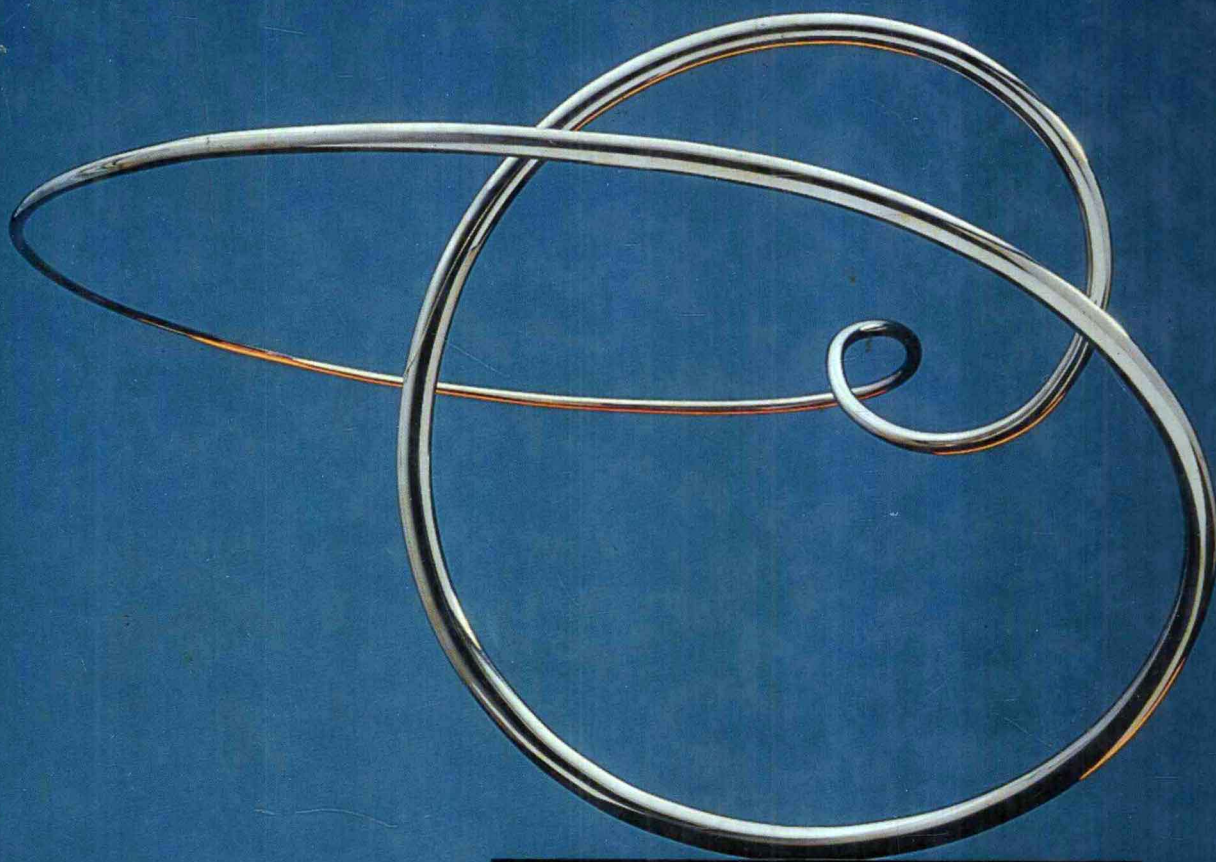


Ninth Edition

WRITING WITH A PURPOSE

Trimmer / McCrimmon



WRITING WITH A PURPOSE

Ninth Edition

HOUGHTON MIFFLIN COMPANY **Boston**
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PREFACE

INTEGRATING PURPOSE AND PROCESS

Writing with a Purpose has always been distinguished by its emphasis on the role of purpose in the writing process, its comprehensive coverage of the materials and problems basic to the introductory writing course, and its effective use of examples and exercises to illustrate how writers make decisions that produce successful writing. Although the revisions embodied in the Ninth Edition retain and reinforce these traditional features of the text, they also introduce and incorporate the best of contemporary theory and practice in the teaching of writing. The result is a blend of familiar and new material invigorated by fresh approaches and examples and enlivened by student writing that evolves through the various stages of the writing process.

PART ONE: THE WRITING PROCESS

Overview

Part One, "The Writing Process," covers all aspects of composing from planning through revising. Chapter 1, which provides an overview of this process, details the variety of approaches writers use to complete their tasks and discusses those three activities common to every writing situation: selecting your subject, analyzing your audience, and determining your purpose. *Purpose* receives an expanded definition that is carefully reinforced throughout the text as the principal touchstone by which writers measure their progress through the writing process.

Planning

The remainder of Part One, enriched by new examples and exercises, focuses on the three stages of the writing process — planning, drafting, and revising. Chapter 2 offers multiple planning strategies, some new to this edition, to demonstrate how students can discover and evaluate their thinking in writing. Chapter 3 presents methods to arrange and assess the material discovered in planning to guide the creation of a discovery draft and then a more successful second draft. Chapter 4 defines the revising process, demonstrates methods for revising an essay, and then provides an extended case study of revising from discovery draft to final draft. All the chapters in Part One are unified by recurring student writing-in-progress that illustrates a range of projects from expressive writing about personal experience to investigative writing about academic subjects.

Drafting

Revising

Writing in progress:
Expressive to investigative

PART TWO: THE EXPRESSION OF IDEAS

Writing skills

Professional writers: Comments on writing

Discovering structure Composing an argument

Writing in progress: Thematic focus

Professional writers: Essays

Part Two (Chapters 5 through 10) has been extensively revised. The chapters are as thorough and as substantive in covering the discrete skills of effective writing — methods of development, argument, paragraphs, sentences, diction, tone and style — as were those in the Eighth Edition. But each chapter has been totally reconceived so as to place each skill within the composing process. This is done partly through the use of quotations from personal interviews with professional writers who explain their own method for using the skill, and partly through the work of student writers who try to employ the skill in their own writing process. In particular, Chapter 5, “Common Methods of Development,” and Chapter 6, “Argument,” have been completely rewritten to illustrate how a student writer works with the patterns of exposition and the structures of argument to plan, draft, and revise a compelling piece of writing. The writing examples and exercises in each chapter have been selected to cluster around a different disciplinary theme to provide readers with the opportunity to discover provocative comparisons. The review exercises include an extended piece of writing from the professional writer interviewed, tying the chapter together by supplying a “final draft” where the skill discussed can be examined and analyzed.

PART THREE: SPECIAL ASSIGNMENTS

The essay examination

The critical essay

The research paper

Student research paper

Part Three, “Special Assignments,” has also been completely revised to demonstrate how the essay exam, the critical essay, and the research paper evolve from a writing process. Student writers, guided by the advice of professional writers, work through the special stages of each assignment. Chapter 11 illustrates how to evaluate exam questions, to abstract key concepts and phrases, and to use this material to develop ideas and reach conclusions to achieve successful essay exam answers. Chapter 12 demonstrates how the use of specific reading and writing strategies enables one student to compose a critical essay that integrates his personal response to a literary work with his understanding of the basic elements of literature.

Chapters 13 and 14 provide extensive analysis and illustrations of the many steps embedded in *planning* and *writing* the research paper. Chapter 13 demonstrates how to select a subject for research; how to select, assess, and analyze sources; and how to use current research tools, such as the computer search, to locate information. Chapter 14 presents the methods by which information composed by other researchers can be incorporated into and help advance the student's own research paper. Special attention is given to the purpose and procedures of quoting, documenting, and listing sources. The whole range of planning and writing activities required to produce a successful research paper is illustrated by one student's progress through the process. Her paper, “Light and Literacy: The Windows of Chartres,” concludes the chapter and is fully annotated so that readers can assess the decisions made during the writing process and the methods used to embody those decisions in an appropriate format.

APPENDIX: WRITING WITH A WORD PROCESSOR

*Planning/Drafting
Revising/Editing*

An Appendix, new to this edition, covers the special applications of the word processor to the writing process of student writers. In addition to suggestions for adapting the planning, drafting, and revising strategies in the text for use on the computer, "Writing with a Word Processor" supplies additional strategies uniquely suited to work on the computer as well as advice and cautions useful for those just learning or expanding their use of this technology.

SPECIAL FEATURES

Integrated art program

*A range of writing
assignments*

Two special features of the Ninth Edition are the art program and the writing assignments. The artwork that opens each chapter was selected to serve as a metaphor for many of the ideas discussed in the chapter. The rest of the artwork, placed throughout the chapters, illustrates terms or themes or serves as the focus for exercises and writing assignments. The writing assignments that conclude each chapter exhibit the range of the writing in the text — expressive, informative, persuasive, investigative, and interpretive — and encourage students to begin writing full essays as early as the first chapter. The final assignment in each chapter asks students to interpret the visual metaphor that begins the chapter, requiring them to think and write again about the purpose of each chapter in *Writing with a Purpose*.

HANDBOOK OF GRAMMAR AND USAGE

The Handbook of Grammar and Usage has been thoroughly revised and reorganized for this edition. A new and easier to use coding system, new explanations and examples, and new and more abundant exercises make the Handbook a more useful tool for classroom or individual review on a systematic basis or in response to occasional need or questions. (The text is also available in a brief version without the handbook for instructors who do not use a handbook or who use a separate handbook.)

ANCILLARIES

For the student

Accompanying the main text and new to this edition is *Resources for Writing with a Purpose*, by Brock Dethier of the University of New Hampshire, a set of writing exercises and assignments keyed to the writing process and to the writing strategies discussed in the text and related to readings on subjects from academic disciplines ranging from business to medicine, from contemporary history to film studies. In combination, the writing assignments and readings encourage students to think and write more frequently and with greater focus on topics of current interest to which they will be pleased to find that they have something to contribute.

For the instructor

The instructor's manual accompanying the text, *Teaching with a Purpose*, by Alice Gillam-Scott of the University of Wisconsin–Milwaukee, features an introductory essay for new instructors that discusses the benefits of various classroom paradigms, comments on all aspects of the Ninth Edition, and provides answers for all the exercises. In addition, the author provides practical advice throughout *Teaching with a Purpose* for using the text in traditional composition classrooms, with peer tutors and small groups, and in computer-assisted classrooms; she provides additional activities for each of these classroom configurations, as well, and an annotated bibliography of the theoretical literature on which the text is based.

Other supporting materials

Other ancillaries available include:

- The Writing Process Workshop, a set of transparencies that provides an overview of the writing process by showing one student's writing in progress as she works through one idea from planning to final draft.
- Grade Performance Analyzer (GPA), a computerized grade book.
- Works-in-Progress: Houghton Mifflin College Word Processing (WIP), a word processing program for students' use.
- Instructor's Support Package, two sets of exercises to accompany the Handbook of Grammar and Usage and three sets of Diagnostic Tests (also available in a computerized version).

Please contact your regional sales office for additional information on these and other items.

ACKNOWLEDGMENTS

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J.F.T.

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