

The background of the entire cover is a close-up photograph of numerous colorful jelly beans in shades of red, orange, yellow, white, purple, and black. The beans are scattered and overlap, creating a vibrant, textured pattern.

KIM FLACHMANN

THIRD EDITION

MOSAICS

FOCUSING ON ESSAYS



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THIRD EDITION

MOSAICS



FOCUSING ON ESSAYS

KIM FLACHMANN

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藏书章



Upper Saddle River, New Jersey 07458

Flachmann, Kim.

Mosaics, focusing on essays / Kim Flachmann.—3rd ed.

p. cm.

Includes index.

ISBN 0-13-185019-9 (student ed.)—ISBN 0-13-185021-0 (annotated instructor's ed.)

1. English language—Rhetoric. 2. English language—Grammar—Problems, exercises, etc.
3. Report writing. I. Title.

PE1408.F469 2005

808'.042—dc22

2003060750

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Composition: Interactive Composition

Corporation

Printer/Binder: Quebecor World Book Services

Cover Printer: Phoenix Color Corporation

This book was set in 11/13 Goudy.

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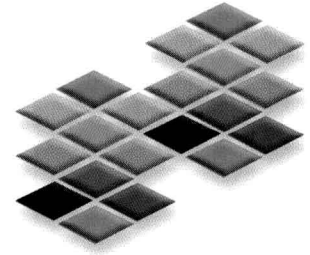
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10 9 8 7 6 5 4 3 2
ISBN 0-13-185019-9



Experience tells us that students have the best chance of succeeding in college if they learn how to respond productively to the varying academic demands made on them throughout the curriculum. One extremely important part of this process is being able to analyze ideas and think critically about issues in many different subject areas. *Mosaics: Focusing on Essays* is the third in a series of three books that teach the basic skills essential to all good academic writing. This series illustrates how the companion skills of reading and writing are parts of a larger, interrelated process that moves back and forth through the tasks of prereading and reading, prewriting and writing, and revising and editing. In other words, the *Mosaics* series shows how these skills are integrated at every stage of the writing process.

THE MOSAICS SERIES

This third edition of the *Mosaics* series consists of three books, each with a different emphasis: *Focusing on Sentences in Context*, *Focusing on Paragraphs in Context*, and *Focusing on Essays*. The first book highlights sentence structure, the second book paragraph development, and the third the composition of essays. Each book introduces the writing process as a unified whole and asks students to begin writing in the very first chapter. Each volume also moves from personal to more academic writing. The books differ in the length and level of their reading selections, the complexity of their writing assignments, the degree of difficulty of their revising and editing strategies, and the length and level of their student writing samples.

This entire three-book series is based on the following fundamental assumptions:

- Students build confidence in their ability to read and write by reading and writing.
- Students learn best from discovery and experimentation rather than from instruction and abstract discussions.
- Students need to discover their personal writing process.
- Students learn both individually and collaboratively.

- Students profit from studying both professional and student writing.
- Students benefit most from assignments that actually integrate thinking, reading, and writing.
- Students learn how to revise by following clear guidelines.
- Students learn grammar and usage rules by editing their own writing.
- Students must be able to transfer their writing skills to all their college courses.
- Students must think critically and analytically to succeed in college.

HOW THIS BOOK WORKS

Mosaics: Focusing on Essays teaches students how to write effective essays. For flexibility and easy reference, this book is divided into five parts:

Part I: The Writing Process

Part II: Writing Effective Essays

Part III: The Essay with Sources

Part IV: From Reading to Writing

Part V: The Handbook

Part I: The Writing Process All eight chapters in Part I demonstrate the cyclical nature of the writing process. They begin with the logistics of getting ready to write and then move systematically through the interlocking stages of the process by following a student essay from prewriting to revising and editing. Part I ends with a quiz that students can take to identify their “Editing Quotient”—their strengths and weaknesses in grammar and mechanics.

Part II: Writing Effective Essays Part II, the heart of the instruction in this text, teaches students how to write essays by introducing the rhetorical modes as patterns of development. It moves from personal writing to more academic types of writing: describing, narrating, illustrating, analyzing a process, comparing and contrasting, dividing and classifying, defining, analyzing causes and effects, and arguing. Within each chapter, students write their own essays, read professional essays, study the essays of other students, and finally revise and edit the essay they wrote earlier in the chapter. By following specific guidelines, students learn how to produce a successful essay using each rhetorical mode.

Part III: The Essay with Sources The next section of this text helps students move from writing effective essays to writing an essay with sources.

It systematically illustrates the details of writing a source paper. Then it explains the paper through student examples. Part III ends with a series of writing assignments and workshops designed to encourage students to write, revise, and edit an essay with sources and then reflect on their own writing process.

Part IV: From Reading to Writing Part IV of this text is a collection of readings arranged by rhetorical mode. Multiple rhetorical strategies are at work in most of these essays, but each is classified according to its primary rhetorical purpose. As a result, you can refer your students to particular essays in this part that demonstrate a rhetorical mode you are studying in Part II. In this way, students can actually see the features of each rhetorical mode at work in different pieces of writing. Each professional essay is preceded by prereading activities that will help your students focus on the topic at hand and then is followed by 10 questions that move students from literal to analytical thinking as they consider the essay's content, purpose, audience, and paragraph structure.

Part V: The Handbook Part V is a complete handbook, including exercises, that covers eight main categories: Sentences, Verbs, Pronouns, Modifiers, Punctuation, Mechanics, Effective Sentences, and Choosing the Right Word. These categories are coordinated with the Editing Checklist that appears periodically throughout this text. Each chapter starts with five self-test questions so that students can determine their strengths and weaknesses in a specific area. The chapters provide at least three types of practice after each grammar concept, moving the students systematically from identifying grammar concepts to writing their own sentences. Each chapter ends with a practical editing workshop that asks students to use the skills they just learned as they work with another student to edit their own writing. Unit Tests—including practice with single sentences and paragraphs—complete each unit.

APPENDIXES

The appendixes will help your students keep track of their progress in the various skills they are learning in this text. References to these appendixes are interspersed throughout the book so that students know when to use them as they study the concepts in each chapter:

Appendix 1: Critical Thinking Log

Appendix 2: Revising and Editing Peer Evaluation Forms

Appendix 3: Revising and Editing Peer Evaluation Forms for an Essay with Sources

Appendix 4: Test Yourself Answers

Appendix 5: Editing Quotient Error Chart

Appendix 6: Error Log

Appendix 7: Spelling Log

OVERALL GOAL

Ultimately, each book in the *Mosaics* series portrays writing as a way of thinking and processing information. One by one, these books encourage students to discover how the “mosaics” of their own writing process work together to form a coherent whole. By demonstrating the interrelationship among thinking, reading, and writing on progressively more difficult levels, these books promise to help prepare your students for success in college throughout the curriculum.

UNIQUE FEATURES

Several unique and exciting features separate this book from other basic writing texts:

- It moves students systematically from personal to academic writing.
- It uses both student writing and professional writing as models.
- It demonstrates all aspects of the writing process through student writing.
- It integrates reading and writing throughout the text.
- It teaches revising and editing through student writing.
- It features culturally diverse reading selections that are of high interest to students.
- It teaches rhetorical modes as patterns of thought.
- It helps students discover their own writing process.
- It includes a complete handbook with exercises.
- It offers worksheets for students to chart their progress in reading and writing.

ACKNOWLEDGMENTS

I want to acknowledge the support, encouragement, and sound advice of several people who have helped me through the development of the *Mosaics* series. First, Prentice Hall has provided guidance and inspiration for this

project through the enduring wisdom of Craig Campanella, senior acquisitions editor; the insights and vision of Marta Tomins and Harriett Prentiss, development editors; the diligence and clairvoyance of Maureen Benicasa, production editor; the foresight and prudence of Leah Jewell, editor-in-chief; the boundless creative inspiration of Rachel Falk, senior marketing manager; resourceful oversight of Rochelle Diogenes, editor-in-chief of development; the brilliant leadership of Yolanda de Rooy, President of Humanities and Social Sciences; the hard work and patience of Ron Fox and Jane Scelta, permissions editors; the guidance and fortitude of Krystyna Budd, copyeditor; and the common sense and organization of Joan Polk, administrative assistant for developmental English. Also, this book would not be a reality without the insightful persistence of Phil Miller, publisher for modern languages.

I want to give very special thanks to Cheryl Smith, my constant source of inspiration in her role as consultant and adviser for the duration of this project. She was also the author of the margin annotations and the coordinator of the *Mosaics Instructor's Resource Manuals*. I am also grateful to Rebecca Hewett, Valerie Turner, and Li'i Pearl for their discipline and hard work on the *Instructor's Resource Manuals* for each of the books in the series. And I want to thank Crystal Huddleston, Zandree Stidham, and Anne Elrod for their expertise and assistance.

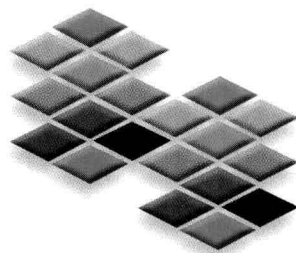
In addition, I am especially indebted to the following reviewers who have guided me through the development and revision of this book: Lisa Berman, Miami-Dade Community College; Patrick Haas, Glendale Community College; Jeanne Campanelli, American River College; Dianne Gregory, Cape Cod Community College; Clara Wilson-Cook, Southern University at New Orleans; Thomas Beery, Lima Technical College; Jean Petrolle, Columbia College; David Cratty, Cuyahoga Community College; Allison Travis, Butte State College; Suellen Meyer, Meramec Community College; Jill Lahnstein, Cape Fear Community College; Stanley Coberly, West Virginia State University at Parkersville; Jamie Moore, Scottsdale Community College; Nancy Hellner, Mesa Community College; Ruth Hatcher, Washtenaw Community College; Thurmond Whatley, Aiken Technical College; W. David Hall, Columbus State Community College; Marilyn Coffee, Fort Hays State University; Teriann Gaston, University of Texas at Arlington; Peggy Karsten, Ridgewater College; Nancy Hayward, Indiana University of Pennsylvania; Carol Ann Britt, San Antonio College; Maria C. Villar-Smith, Miami-Dade Community College; Jami L. Huntsinger, University of New Mexico at Valencia Campus; P. Berniece Longmore, Essex County College; Lee Herrick, Fresno City College; Elaine Chakonas, North Eastern Illinois University; Roy Warner, Montana State University.

I also want to express my gratitude to my students, from whom I have learned so much about the writing process, about teaching, and about life itself, and to Cheryl Smith's students, who tested various sections of the books and gave me good ideas for revising them over the past three years. Thanks finally to the students who contributed paragraphs and essays to this series: Josh Ellis, Jolene Christie, Mary Minor, Michael Tiede, and numerous others.

Finally, I owe a tremendous personal debt to the people who have lived with this project for the last two years; they are my closest companions and my best advisers: Michael, Christopher, and Laura Flachmann. To Michael, I owe additional thanks for the valuable support and feedback he has given me through the entire process of creating and revising this series.

Kim Flachmann

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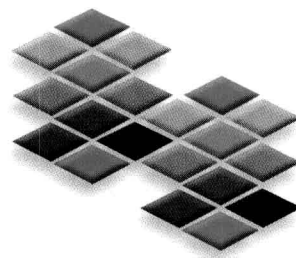
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