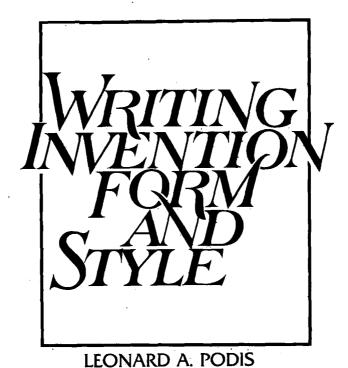


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PREFACE

In the last decade, a renaissance of interest and innovation in the teaching of composition has taken place. Various reasons for this renewal have been suggested, among them the literacy crisis, the call for "back-to-basics," and the diversification of the student population to include large numbers of nontraditional students.

Whatever the reasons, the result has been a major shift in approach to the teaching of writing. The traditional emphasis on the study of finished pieces of writing has given way to an exploration of the process of composing. This increased emphasis on the teaching of writing as a process has expanded the teacher's role. Composition teachers now see themselves as more than leaders of class discussions of professional writing and graders of student papers. They are coaches and guides, leading their students through the process of inventing, drafting, and revising.

Writing: Invention, Form, and Style is designed to reflect this change in approach to the teaching of writing while still retaining the best features of the product-centered approach. We believe that a sound knowledge of the qualities of effective composition undergirds and, to an extent, directs the process of writing. Thus, in this text we combine attention to the written product with attention to the writing process.

Composing **Process**

Emphasis on the This book reflects some of the most recent theories about the composing process. The emphasis on process is strongest in the Introduction, which gives an overview of the writing process; in Chapter 1, which treats purpose, audience, and the rhetorical situation; and in Chapter 2, which discusses how to find and generate ideas. The process approach is also evident elsewhere in the book-for example, in the treatment of revision as a form of invention (Chapter 3), the discussion of the jotted outline as a flexible tool in planning (Chapter 5), and the numerous rhetorically based, problem-solving suggestions for writing (throughout).

Emphasis on the At the same time, Writing: Invention, Form, and Style retains the strongest Written Product aspects of the product-centered approach. Chapters 3 through 6 offer a close study of the forms of writing—sentence, paragraph, and essay and Chapter 4 also explores the traditional patterns of exposition. An emphasis on the qualities of logical argument is woven into Chapters 1

and 4; the Appendix focuses on argumentative fallacies. Finally, the product-centered approach is reflected in the numerous, annotated prose models throughout the text.

Student Writing

Emphasis on Not only does Writing: Invention, Form, and Style present professional articles and essays to illustrate the various forms of writing, it also includes numerous examples of good student writing—far more than textbooks traditionally do. We have found that using student essays as models builds confidence in the beginning writer. The student pieces in this book can be emulated by most college writers—they are good, but not so sophisticated that they will intimidate the learner.

Key Features We have found that students profit most from reading and discussing the materials in this text while they are in the process of drafting and redrafting their own papers. For this reason we include abundant suggestions for writing in all chapters—more assignments than most instructors will assign.

> Writing: Invention, Form, and Style also devotes five chapters to special assignments: the essay exam, the research paper, business writing, the literary essay, and essays and reports for other disciplines.

> Finally, we include a Handbook of Grammar and Usage which reviews the parts of speech, sentence structure, common usage errors, and punctuation and mechanics, and includes a glossary of usage. A partial Answer Key to the exercises in the Handbook is provided so that students may identify immediately those areas in which they need more practice.

Acknowledgments We are grateful to many people for their help. Our sincere thanks go to Robert Rudolph of the University of Toledo, who has produced a solid and accessible Handbook to complement our text. He was also a helpful reviewer of other sections of the book. For suggestions and inspiration early in the writing of this text, we are indebted to Lawrence Buell of Oberlin College. Darwyn Batway, of Dyke College, provided consultation on using the library. Edward Brown, of Dyke College, offered advice on the revision of the Introduction. Special thanks go to Jane Bennett of Oberlin College, who allowed us to reproduce her guidelines for the lab report in Chapter 12, and to Peter McInerney, David Stevensen, and Michael Zimmerman, all of Oberlin, who made helpful comments on our early drafts of that chapter.

We would also like to thank these colleagues from other schools who reviewed our manuscript at various stages: Thomas Adler, Purdue University; Marilyn Cooper, University of Southern California; Patrick G. Hogan, Jr., University of Houston; David Martin, Monmouth College; John Mellon, University of Illinois at Chicago; Robert Perrin, Indiana State University; James C. Raymond, University of Alabama; Martha Reid, Moravian College; John J. Ruszkiewicz, University of Texas at Austin; Jack Selzer, Pennsylvania State University; David Skwire, Cuyahoga Community College; and Leonora Woodman, Purdue University.

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Finally, we want to thank our many students; whether their work actually appears in the book or whether they contributed by participating in our classes over the years, they have made this book possible.

Leonard A. Podis JoAnne M. Podis





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