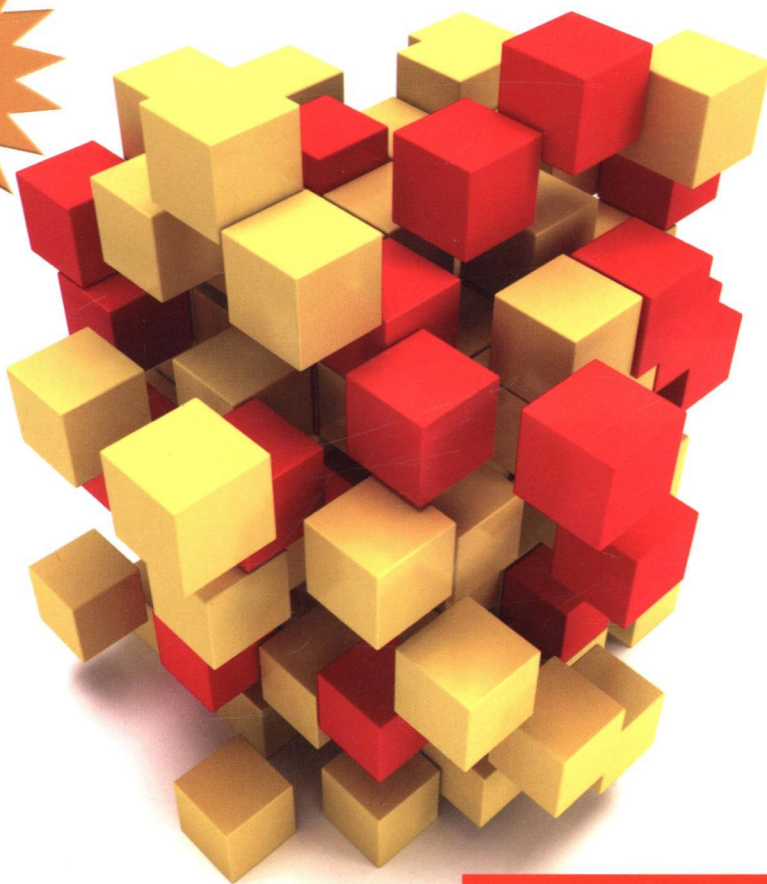


The PRENTICE HALL GUIDE for COLLEGE WRITERS

ELEVENTH EDITION

New!
2016
MLA
Updates



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STEPHEN P. REID ■ DOMINIC DELICARPINI

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ISBN-13: 978-0-13-467877-1
ISBN-10: 0-13-467877-X



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EDITION

PEARSON

Eleventh Edition

The Prentice Hall Guide for College Writers

Stephen Reid

Colorado State University

Dominic DelliCarpini

York College of Pennsylvania



PEARSON

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Cover Printer: LSC Communications/Crawfordsville

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Library of Congress Cataloging-in-Publication Data

Names: Reid, Stephen, date – author. | DelliCarpini, Dominic, author.
Title: The Prentice Guide for college writers / Stephen Reid ; Dominic DelliCarpini.
Description: Eleventh Edition. | Boston : Pearson, [2016]
Identifiers: LCCN 2015043687 | ISBN 9780134121956 | ISBN 0134121953
Subjects: LCSH: English language—Rhetoric—Handbooks, manuals, etc. | Report writing—Handbooks, manuals, etc. | College readers.
Classification: LCC PE1408 .R424 2016 | DDC 808/.042—dc23
LC record available at <http://lccn.loc.gov/2015043687>

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MyWritingLab™ Online Course (access code required) for *The Prentice Hall Guide for College Writers*, Eleventh Edition, by Stephen Reid and Dominic DelliCarpini

MyWritingLab is an online practice, tutorial, and assessment program that provides engaging experiences for teaching and learning.

MyWritingLab includes most of the writing assignments from your accompanying textbook. Now, students can complete and submit assignments, and teachers can then track and respond to submissions easily—right in MyWritingLab—making the response process easier for the instructor and more engaging for the student.

In the **Writing Assignments**, students can use instructor-created peer review rubrics to evaluate and comment on other students' writing. When giving feedback on student writing, instructors can add links to activities that address issues and strategies needed for review. Instructors may link to multimedia resources in Pearson Writer, which include curated content from Purdue OWL. Paper review by specialized tutors through SmartThinking is available, as is plagiarism detection through TurnItIn.

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MyWritingLab unites instructor comments and feedback with targeted remediation via rich multimedia activities, allowing students to learn from and through their own writing.

Writing Help for Varying Skill Levels

For students who enter the course at widely varying skill levels, MyWritingLab provides unique, targeted remediation through personalized and adaptive instruction, freeing up more class time for actual writing. The results of the pre-assessment inform each student's Learning Path, a personalized pathway for students to work on requisite skills through multimodal activities. In doing so, students feel supported and ready to succeed in class.

NEW! Learning Tools for Student Engagement

Learning Catalytics

Generate class discussion, guide lectures, and promote peer-to-peer learning real-time analytics using Learning Catalytics—an interactive student response tool that uses students' smartphones, tablets, or laptops to engage them in more sophisticated tasks and thinking.

MediaShare

MediaShare allows students to post multimodal assignments easily—whether they are audio, video, or visual compositions—for peer review and instructor feedback. In both face-to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by enabling contextual feedback to be provided quickly and easily.

Direct Access to MyLab

Users can link from any Learning Management System (LMS) to Pearson's MyWritingLab. Access MyLab assignments, rosters, and resources, and synchronize MyLab grades with the LMS gradebook. New direct, single sign-on provides access to all the personalized learning MyLab resources that make studying more efficient and effective.

Visit www.mywritinglab.com for more information.

Preface

WHAT we mean by “writing” continues to change, as have the expectations of both writers and audiences. Indeed, the new Council of Writing Program Administrators Outcomes Statement for First-Year Composition (adopted in 2014) uses the more expansive term “composing” to “refer broadly to complex writing processes that are increasingly reliant on the use of digital technologies.” They also note that now “writers also attend to elements of design” and that “digital technologies are changing writers’ relationships to their texts and audiences in evolving ways.”

There are also new techniques and processes for collecting information via digital sites. That is not to say that many of the best practices for research do not still apply. Indeed, the Outcomes Statement highlights the ability to “locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives.” This eleventh edition of *The Prentice Hall Guide for College Writers* likewise continues to stress the need for finding and using authoritative materials. But just as the WPA Outcomes Statement now includes “informal electronic networks and internet sources” among research materials, so does this edition provide new guidance for students as they negotiate that rich, but difficult, realm of information exchange.

The good news, of course, is that critical thinking and rhetorical reading are flexible skills, easily applied to this new territory—if we take the time to do so. This text can help 21st century writers do just that. The expanded and revised Chapter 5 goes beyond visual media, helping students to compose in video and audio as well. The chapter also provides guidance on ways that presentation software can enhance oral communication. Perhaps most important, it helps students to transfer what they learned about rhetorical analysis in Chapter 4 to their decisions about analyzing and composing in multimedia—because making good choices requires more than technical skills.

The eleventh edition also helps students **transfer** what they learn in their writing course to other situations. Experts in writing and writing instruction have verified that when we *intentionally* connect a technique we learned in one situation to its potential usefulness for other situations, we are more likely to transfer what we learn across environments, classes, and tasks. This edition helps students to make those connections through a new feature, “**Tips for Transferring Skills.**” These exercises can help students to consider explicitly how what they are learning in their writing course can be applied to writing in other academic, public, and workplace writing.

WHAT'S NEW IN THE ELEVENTH EDITION?

The most important revisions for the eleventh edition of *The Prentice Hall Guide for College Writers* are those that help teachers and students to navigate both the tools and the challenges of new research and writing environments. New features of this edition include:

- **A revised and greatly expanded chapter on Analyzing and Composing Multimedia Texts** provides students with the tools they need to negotiate the media now available to them. It has two main goals: (1) to help students better understand how to integrate visual, video, and audio enhancements into appropriate writing situations and (2) to give students the analytical tools to make sound rhetorical choices in the use of those enhancements. In many cases, students already have more experience than their teachers in those technologies, but this chapter can help students to use the technologies more thoughtfully and effectively.
- **Each chapter of the eleventh edition now ends with “Applying What You Have Learned.”** This section features three possible capstone writing assignments that vary across academic, public, and personal writing situations, allowing each to be easily adapted to the specific goals of your course. And, in keeping with the eleventh edition’s focus on new research and composing technologies, each assignment is followed by a **“Multimedia Options”** feature that can help students embed and/or use available media.
- **A new feature, “Tips for Transferring Skills,”** appears in each chapter, helping students to think explicitly about how the techniques of the chapter can be applied immediately to other composing situations. This feature will encourage students to practice techniques in a wider array of situations, and so reinforce the learning outcomes of the course.
- **Revised learning objectives** frame each chapter’s opening content so that students know more clearly at the start what they will accomplish by working through a chapter. Those learning objectives reappear in the appropriate parts of each chapter, so as to reinforce the learning goals of each section.
- **Revised “Shaping and Drafting” sections** connect the processes of planning and drafting, reinforcing the recursive nature of the writing process. These revised sections also prompt students to consider where they might embed multimedia elements.
- **Warming Up and Revising exercises now include a “Collaborating with peers” feature** that can help students create a writers’ community. These features demonstrate moments from early brainstorming to final editing where students can learn collaboratively.

- **Six new annotated student readings** provide students with examples of the products of strong writing and the *process materials* used by the writers to achieve that success. These readings introduce current topics such as keeping people informed about potential pandemics in the aftermath of the Ebola outbreak, alternative methods of education not dependent on standardized testing, national security, and animal testing. In addition, several readings include multimedia enhancements: charts, graphs, and excerpts from a graphic novel and a brochure produced by students.
- **New readings have been added on topics of current interest to students.** **Casebooks** on the state of higher education (Chapter 9) and new media (Chapter 10) have been revised to reflect contemporary conversations.
- **A revised chapter on Responding to Literature** will help students to connect the skills of literary analysis to other techniques of critical, rhetorical reading. Focusing on storytelling in both fiction and creative non-fiction, this chapter helps students to forge connections between aesthetic and rhetorical skills and to see that all writing has creative elements.
- **New images throughout the text, linked to chapter topics,** provide students with opportunities to practice the analysis of visual elements or texts.

CONTINUING KEY FEATURES

Self-Contained Writing Assignment Chapters

Chapters 3 through 13 focus on common college learning outcomes and writing assignments. Each chapter is structured in a logical sequence that first helps students to learn key techniques by analyzing the writing of others, then walks them through a series of processes that allows them to apply that learning. The first part of each purpose-based chapter explains the rhetorical situation and useful strategies and provides examples of that type of writing. In the second part students apply what they have learned to writing their own papers, using a specific writing process, research, and peer review guidance; a model student paper follows.

Logical Sequence of Purpose-Based Chapters

Within each rhetorical situation, clear aims and purposes guide the writer to select appropriate genres, shaping strategies, appeals to audience, and styles. Early writing assignment chapters in *The Prentice Hall Guide for College Writers* give students practice with invention, focusing on observing and remembering, critical reading and rhetorical analysis, analyzing and composing in multimedia, and investigating; later chapters emphasize exposition and argumentation (explaining, evaluating, problem solving, arguing, researching, and researched writing).

Emphasis on Student Writing

The eleventh edition continues to showcase student writing, featuring the work of student writers from several colleges and universities. This edition also contains sample prewriting materials, rough draft peer response sheets, and/or postscripts, as well as multimedia enhancements.

Techniques Boxes

Within each writing assignment chapter, a Techniques Box summarizes for students the techniques for achieving their purpose for writing (such as getting the reader's attention; defining key terms; describing a process, cause, or effect; supporting claims with evidence) and offers tips for developing sections of papers. The boxes preview the more detailed instruction that follows, offering students at-a-glance summaries of key chapter concepts they can reference as they write.

Informal Writing

Throughout the text, write-to-learn and low-stakes writing prompts help writers improve their critical reading skills, warm up for each assignment, and practice the invention and shaping strategies appropriate for understanding their purpose, audience, genre, and social context.

Marginal Quotations

Nearly a hundred short statements by composition teachers, researchers, essayists, novelists, and poets personalize for the inexperienced writer a larger community of writers struggling with the same problems that each student faces.

Thematic Table of Contents

The essays, stories, and images in the eleventh edition combine to create thematic clusters of topics throughout the text: Web Literacies; Technology and the Internet; Advertising and the Media; Educational Issues; Literacy and Language; Race and Cultural Diversity; Gender Roles; and Social and Cultural Issues.

STRUCTURE OF THE PRENTICE HALL GUIDE FOR COLLEGE WRITERS

The text contains thirteen sequenced chapters that gradually build students' rhetorical knowledge and skills.

Chapter 1: Writing Myths and Rituals

Chapter 1 discounts common myths about college writing courses, introduces the notion of writing rituals, and outlines the varieties of informal writing used throughout the text. Writing process rituals are crucial for all writers,

and especially so for novice writers. Illustrating a variety of writing rituals are testimonies from a dozen professional writers on the nature of writing. These quotations continue through the book, reminding students that writing is not a magical process but a madness that has a method to it—a process born of reading, thinking, observing, remembering, discussing, and writing.

Chapter 2: Situations, Purposes, and Processes for Writing

Chapter 2 grounds the writing process in the rhetorical situation. It shows how audience, genre, subject, and context work together with the writer's purpose to achieve a rhetorical end. It demonstrates how meaning evolves from various recursive, multidimensional, and hierarchical activities that we call *the writing process*. Finally, it reassures students that, because individual writing and learning styles differ, they will be encouraged to discover and articulate their own processes from a range of appropriate possibilities.

Chapters 3–10: Purposes for Writing

The text then turns to specific purposes and assignments for writing. Chapters 3–6 (“Observing and Remembering,” “Reading Critically, Analyzing Rhetorically,” “Analyzing and Composing in Multimedia,” and “Investigating”) focus on invention and critical reading strategies. These chapters introduce genres and situations for writing that build students’ rhetorical repertoires: observing and remembering people, places, objects, and events; developing critical reading and rhetorical analysis strategies; developing critical reading strategies for visuals and rhetorical principles for designing visuals; and investigating and reporting through genres such as interviews, profiles, and multiple-source articles.

Chapters 7–10 (“Explaining,” “Evaluating,” “Problem Solving,” and “Arguing”) emphasize subject- and audience-based purposes and occasions for writing. The sequence in these chapters moves the student smoothly from exposition to argumentation (acknowledging the obvious overlap), building on the strategies and repertoires of earlier chapters. The teacher may well use Chapters 7–10 as a minicourse in argument, teaching students how to develop and argue claims of fact and definition, claims of cause and effect, claims about values, and claims about solutions or policies.

Chapter 11: Responding to Literature

Chapter 11 guides students through the process of reading and responding to narrative texts, including both fiction and creative nonfiction examples. Literary analysis is treated as both an analysis of an aesthetic object and an analysis of writers’ techniques that can be applied to many forms of writing. The chapter can help students to enhance the critical reading strategies, invention techniques, and shaping strategies practiced in earlier chapters.

Chapter 12: Researching

Chapter 12 draws on all the reading, writing, and researching strategies presented in the first eleven chapters. Source-based papers are assigned for specific purposes, audiences, and contexts, but the invention, drafting, and revising processes are more extended. This chapter helps students select and plan their projects, find and critically evaluate library and Internet sources, evaluate print and Web documents, write a research proposal, and compile an annotated bibliography.

Chapter 13: Researched Writing

Chapter 13 provides students with clear instructions, graphics, and charts to help them draft, organize, and document a source-based essay. A new student essay on the Rwandan genocide illustrates the entire process, from how to find reliable sources, prepare the topic proposal, and compile an annotated bibliography to how to organize, draft, and document the final version.

Handbook

In the full edition of the text, a brief handbook includes a review of basic sentence elements, sentence structure and grammar, diction and style, and punctuation and mechanics—for ready reference.

ONLINE RESOURCES FOR INSTRUCTORS AND STUDENTS

MyWritingLab is an online practice, tutorial, and assessment program that provides engaging experiences for teaching and learning.

MyWritingLab includes most of the writing assignments from your accompanying textbook. Now, students can complete and submit assignments, and teachers can then track and respond to submissions easily—right in MyWritingLab—making the response process easier for the instructor and more engaging for the student.

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Writing Help for Varying Skill Levels For students who enter the course at widely varying skill levels, MyWritingLab provides unique, targeted remediation through personalized and adaptive instruction. Starting with a pre-assessment known as the Path Builder, MyWritingLab diagnoses students' strengths and weaknesses on prerequisite writing skills. The results of the pre-assessment inform each student's Learning Path, a personalized pathway for students to work on requisite skills through multimodal activities. In doing so, students feel supported and ready to succeed in class.

Learning Tools for Student Engagement:

- **Learning Catalytics** Generate class discussion, guide lectures, and promote peer-to-peer learning with real-time analytics. MyLab and Mastering with eText now provides Learning Catalytics—an interactive student response tool that uses students' smartphones, tablets, or laptops to engage them in more sophisticated tasks and thinking.
- **MediaShare** MediaShare allows students to post multimodal assignments easily—whether they are audio, video, or visual compositions—for peer review and instructor feedback. In both face-to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by enabling contextual feedback to be provided quickly and easily.
- **Direct Access to MyLab** Users can link from any Learning Management System (LMS) to Pearson's MyWritingLab. Access MyLab assignments, rosters, and resources, and synchronize MyLab grades with the LMS gradebook. New direct, single sign-on provides access to all the personalized learning MyLab resources that make studying more efficient and effective.

REVEL for *The Prentice Hall Guide for College Writers*, Eleventh Edition, by Reid/DelliCarpini

Designed for the way today's composition students read, think, and learn In English, reading is never the endgame. Instead—whether in a textbook, an exemplar essay, or a source—it begins a conversation that plays out in writing. REVEL complements the written word with a variety of writing opportunities, brief assessments, model documents, and rich annotation tools to deepen students' understanding of their reading. By providing regular opportunities to write and new ways to interact with their reading,

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Integrated Writing Assignments Minimal-stakes, low-stakes, and high-stakes writing tasks allow students multiple opportunities to interact with the ideas presented in the reading assignments, ensuring that they come to class better prepared.

INSTRUCTOR'S SUPPLEMENTS

Instructor's Manual: Teaching Composition with *The Prentice Hall Guide for College Writers*

The instructor's manual, written by Stephen Reid and Dominic DelliCarpini, provides classroom activities and ideas as well as detailed discussion of effective strategies for the teaching of composing both in traditional and multimedia formats. The manual includes chapter commentaries, model answers to discussion questions, as well as sections on composition theory. In addition, the manual has guidance on how to encourage transfer of learning, policy statements, lesson plans, collaborative writing, composing in a digital environments, teaching ESL writers, small group learning, write-to-learn exercises, reading/writing exercises, journal assignments, suggestions for student conferences, and responding to and evaluating writing. (ISBN 0-13-418648-6)

ACKNOWLEDGMENTS

This eleventh edition is the result of a growing collaboration. After sharing some work on the ninth and tenth editions, the two of us have begun a deeper level of collaboration on Steve's well-conceived and well-established text. But the collaboration does not end there; we would like to thank the members of the writing faculties at Colorado State University and York College of Pennsylvania with whom we have the pleasure of sharing this enterprise of teaching writing. From

Colorado State, we thank Kate Kiefer, Sarah Sloane, Lisa Langstraat, Tobi Jacobi, Carrie Lamanna, Sue Doe, and Anne Reid. Many of the innovative teaching strategies, resources, and syllabi developed by Colorado State University composition faculty members are available at <http://writing.colostate.edu>. From York College of Pennsylvania, we are indebted to the innovative ideas of Michael Zerbe and Cindy Crimmins (longtime collaborators in developing our Writing Programs), Kerry Carsey, Madeline Yonker, Gabriel Cutrufello, Erec Smith, Sam Waddell, Jennifer Follett, Beth Dunham, Melissa Gettys, Jay Lilley, Barbara Solymos, Eva Polites, and Garrett Woznicki (who is both a former teacher and a current colleague). More information about the York College Writing Program is available at <http://www.ycp.edu/academics/academic-departments/english-and-humanities/professional-writing/>. We also both wish to thank countless colleagues in CCCC and WPA, from whom we have learned so very much about writing pedagogy. And perhaps most centrally, we thank our students—both those whose work appears in this text and those with whom we have had the pleasure of trying to perfect this imperfectible art.

Many other key suggestions for improvement came from the following reviewers: Patricia Boyd, Arizona State University; Kerry Charron, Florida Keys Community College; Regina Clemens Fox, Oklahoma City University; Kim Lacey, Saginaw Valley State University; Lucinda R. Ligget, Ivy Tech Community College; Alfred Guy Litton, Texas Woman's University; Mary Margaret Milne, Dakota County Technical College; Lyle W. Morgan, Pittsburgh State University; and Crishawn Speller, Seminole State College of Florida.

For the expert crew at Pearson Education, we are especially grateful. Kassi Radomski was our partner throughout this latest revision, with further assistance from Marion Castellucci and Joe Opiela. As we tell our students, writing is a collaborative process of invention, drafting, revision, and editing. The Pearson team was there at each stage with new ideas, with expertise, and with a critical eye. They represent well the ideal of peer review.

Finally, we thank our families and our friends for their continued personal and professional support.

Stephen Reid
Dominic DelliCarpini

