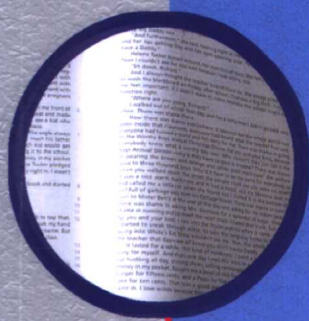


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COLLEGE WRITING SKILLS WITH READINGS

Fifth Edition



美国大学英语写作

(美) John Langan 编著

Mc
Graw
Hill Education

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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* * *

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出版说明

写作作为一项基本的语言技能在语言学习中一直受到极大的关注，有的人甚至认为写作能力是衡量语言能力的根本标准之一。我国传统的英语写作教学方法是学生多练多写，老师精批细改并耐心讲解，以达到提高学生写作能力的目的。但是，无论是大学英语四、六级考试还是英语专业四、八级考试，写作都是学生颇感为难的一项，有不少学生都曾遇到过不知如何下笔或是不知道如何组织和表达盘旋在头脑中的想法的情况。这些都说明写作是我国英语教学中需要加强的一个重要方面。为帮助改进我国英语写作的现状，我社引进了著名的麦格劳-希尔教育集团出版的这部经典写作教材。其作者从事英语写作教学二十多年，有丰富的教学经验，成书后还邀请了美国各地二十几位同行进行评论并提出修改意见。本书在美国至今已经出版到第五版，经历了十多年的修改和锤炼，具有相当的权威性。它主要具有以下特点：

写作理论先进 首先，本书以文章的整体性（Unity）、论据的充分性（Support）、连贯性（Coherence）和句子技巧（Sentence Skills）作为衡量文章的标准和指导写作的基本原则，注重对整个写作过程的控制。在作者的眼里，写作并不像很多人理解的那样是一座不可攀越的高山，而是一个可以从各方面进行控制的过程，有着具体的、可操作的步骤，写作者完全可以控制和把握写作的整个过程，从写作前的构思直到写作后的修改与编辑等各个环节。其次，本书特别强调阅读能力与写作能力的相互作用，作者相信通过帮助学习者提高阅读能力也能使其写作能力得到提高。学习者通过阅读不仅仅会得到丰富的语言材料，而且还能与前人进行思想沟通和交流。阅读的过程是吸纳、批评前人的思想、观点并激发自我思考和寻求写作灵感的过程。阅读和写作相辅相成，相互促进。本书第五部分的阅读文章按主题分为“反省自己（Looking Inward）”、“观察别人（Observing Others）”和“问题应对（Confronting Problems）”三大类，体裁多样，不仅是激发读者思想的“触发器”，而且还是反映社会的多棱镜，提供了一幅美国社会生活的全景图。这些文章之后，作者设计了一系列的阅读和写作练习，引导学习者积极地思考，提高阅读和写作能力。

出版说明

练习形式多样 本书的练习有安排在讲解过程中的活动；有讲解后的课外练习；章节结束时复习作业；有些章节还安排了编辑测试或复习考试等等。在写作练习中，作者设计了多种具体的写作步骤，以避免学习者感到无从下手或不知如何切入所针对的问题。这些练习活动都是针对相应章节中的讲解而设计的，以便达到强化学习效果的目的。

实用性强 方便教学 本书紧跟信息时代的步伐，专门辟有一章介绍电子和信息时代如何利用网络和电子图书馆搜集信息，讲解在运用网络和电子出版物信息时应注意的事项。不仅如此，本书的出版者麦格劳-希尔教育集团还在自己的网站上设有专门的网上学习中心、教师测试题库和学生交互网上写作等等电子教学辅助工具供教师和学生使用。所有这些都是我国现有的写作教程所缺乏的，给教师和学生提供了独一无二的网上写作学习体验。

语言原汁原味 本书由经验丰富的英语写作教学专家积几十年之功，厚积薄发，精心编写而成。所有材料均为地道的美式英语，写作范文有的是名家名篇，有的是专业作家的作品，学生的范文则来自作者的教学实践。文章题材涉及生活的方方面面，散发着非常强烈的生活气息，让读者更深入地走进美国的社会生活，体会到真实生活中美式英语的表达。可以说，本书不仅是一部写作教材，同时也是一本了解美国社会生活的文化读本。

本书既可作为英语专业学生的写作课教材，供二到三个学期使用；也可作为非英语专业学生的写作选修教材，教师可参照具体教学进度，根据需要从中选取材料使用；还可以供英语爱好者作为写作参考书使用。*本书中有些练习涉及的条件与我国的实际情况不符，为了保持原书的特色及内容的连贯性，我社未对其进行改动，本书的使用者可根据具体情况或调整练习的设置或有选择地进行训练。此外，值得注意的是，书中的有些内容反映了美国社会的不良现象，我们在学习过程中应采取批判的态度。

* 采用该书作教材的教师可向McGraw-Hill公司北京代表处联系索取教学课件资料，传真：(010) 62638354，电子邮件：webmaster@mcgraw-hill.com.cn

To the Instructor

College Writing Skills with Readings is a rhetoric with readings that will help students master the traditional five-paragraph essay and variations of this essay. It is a very practical book with a number of unique features designed to aid instructors and their students.

Key Features of the Book

- *Four principles are presented as keys to effective writing.* These four principles—unity, support, coherence, and sentence skills—are highlighted on the inside front cover and reinforced throughout the book.

Part One focuses on the first three principles and to some extent on sentence skills.

Parts Two and Three show, respectively, how the four principles apply in the different patterns of essay development and in specialized types of writing.

Part Four serves as a concise handbook of sentence skills.

Finally, the professional readings in **Part Five** are followed by questions and assignments that encourage students to apply the four principles in a variety of well-developed essays.

The ongoing success of *College Writing Skills with Readings* is evidence that the four principles are easily grasped, remembered, and followed by students.

- *Writing is treated as a process.* The first chapter introduces writing as both a skill and a process of discovery. The second chapter, “The Writing Process,” explains and illustrates the sequence of steps in writing an effective essay. In particular, the chapter focuses on prewriting and revision as strategies to use with any writing assignment. Detailed suggestions for prewriting and revision then accompany many of the writing assignments in Part Two.
- *Activities and assignments are numerous and varied.* For example, in Part One there are more than ninety activities to help students apply and master the four

principles, or bases, of effective writing. There are over two hundred and fifty activities and tests in the entire book. A variety of writing assignments follow each pattern of essay development in Part Two and each reading in Part Five. Some topics are highly structured, for students who are still learning the steps in the writing process; others are open-ended. Instructors thus have the option of selecting those assignments most suited to the individual needs of their students.

- *Clear thinking is stressed throughout.* This emphasis on logic starts with the opening pages of the book. Students are introduced to the two principles that are the bedrock of clear thinking: *making a point* and *providing support to back up that point*. The focus on these principles then continues throughout the book, helping students learn that clear writing is inseparable from clear thinking.
- *The traditional essay is emphasized.* Students are asked to write formal essays with an introduction, three supporting paragraphs, and a conclusion. Anyone who has tried to write a solidly reasoned essay knows how much work is involved. A logical essay requires a great deal of mental discipline and close attention to a set of logical rules. Writing an essay in which there is an overall thesis statement and in which each of three supporting paragraphs begins with a topic sentence is more challenging for many students than writing a free-form or expressive essay. The demands are significant, but the rewards are great.

At the same time that students learn and practice the rules of the five-paragraph essay, professional essays representing the nine patterns of development show them variations possible within the essay form. These essays provide models if instructors decide that their students will benefit from moving beyond the traditional essay form.

- *Lively teaching models are provided.* The book includes two high-interest student essays and one engaging professional essay with each chapter in Part Two (except Chapter 14 which has one student essay). Students then read and evaluate these essays in terms of the four bases: unity, support, coherence, and sentence skills. Instructors can also refer their students to appropriate essays from the collection of professional readings in Part Five. After reading vigorous papers by other students as well as papers by professional authors and experiencing the power that good writing can have, students will be encouraged to aim for a similar honesty, realism, and detail in their own work.
- *The book is versatile.* Since no two people use an English text in exactly the same way, the material has been organized in a highly accessible manner. Each of the five parts of the book deals with a distinct area of writing. Instructors can therefore turn quickly and easily to the skills they want to present.
- *Eighteen professional essays appear in Part Five.* These essays, like the nine professional readings in Part Two, deal with both contemporary and timeless concerns. They will stimulate lively class discussions and individual thought as well as serve as a rich source of material for a wide range of writing assignments.

There are three special features of Part Five. First is the emphasis placed on helping students become stronger readers. An introductory section offers tips on effective reading, and questions after each selection help students practice skills in both reading comprehension and critical thinking. A second feature of Part Five is a set of questions about structure and technique so that students can analyze and learn from a writer's craft in developing an essay. Finally, a series of writing assignments include suggestions and guidelines that will help students think about and proceed with an assignment.

Changes in the Fifth Edition

There are major changes and additions in this new edition of *College Writing Skills with Readings*:

- The most substantial change in the book is its *far greater emphasis on prewriting and revision*. A new chapter titled “The Writing Process” uses a model student essay to demonstrate how prewriting and revision are essential parts of the act of writing. And while Part One of the book continues to focus on four bases of effective writing—unity, support, coherence, and sentence skills—students also learn how prewriting and revision will help them achieve the four bases. Chapter 1 now helps students see writing, from the start, as both a skill and a process of discovery. Finally, detailed strategies for prewriting and revision are now part of many writing assignments that accompany the nine rhetorical patterns of essay development in Part Two.
- A major addition to the text is the *inclusion in Part Two of professional essays that illustrate each of the nine rhetorical patterns*. While the book continues to teach the traditional essay model, the professional essays show students other uses and treatments of the essay form. Students still learn the rigors and rewards of the strict five-paragraph essay, but they also see the rich variations that are possible once the rules, having been learned, can be broken. Questions on unity, support, coherence, and sentence skills follow each of the professional essays, just as they do the model student essays, helping to further reinforce the four bases of effective writing.
- The *number of readings in College Writing Skills with Readings has been increased to twenty-seven, and quite a few of the selections are new to the book*. In addition, questions that follow the selections now place a greater emphasis on writing structure and technique as well as on critical reading and discussion.
- The book includes a *new model research paper* that examines a contemporary topic and follows the latest MLA guidelines, including citation of sources found on the Internet.

- A revised and updated chapter—Chapter 21—provides a highly practical guide to the library and the Internet. The chapter illustrates how the author of the model research paper was able to draw upon the resources of the traditional library and of the Internet in doing research.
- Pointers and brief activities for ESL students have been added to the book (Chapter 45).
- As part of the book's new design, chapters are now numbered, making the text even easier to use.
- A major new section on revising sentences in Part One, Chapter 5 introduces essential skills that deal with writing effective sentences (parallelism, consistent point of view, the use of specific and concise language, and sentence variety).
- A new section on word processing has been added to Chapter 1.
- Student models and practice materials have been updated and revised throughout the book.

Helpful Learning Aids Accompany the Book

Supplements for Instructors

- An *Online Learning Center* (www.mhhe.com/langan) offers a host of instructional aids and additional resources for instructors, including a comprehensive computerized test bank, the Instructor's Manual and Test Bank, online resources for writing instructors, and more.
- An *Instructor's CD-ROM* (0-07-239384-X) offers all of the above supplements and M.O.R.E. (McGraw-Hill Online Resources for English, also available online at www.mhhe.com/english) in a convenient offline format.
- *PageOut!* helps instructors create graphically pleasing and professional web pages for their courses, in addition to providing classroom management, collaborative learning, and content management tools. PageOut! is **FREE** to adopters of McGraw-Hill textbooks and learning materials. Learn more at www.mhhe.com/pageout.
- *WebWrite!* is an interactive peer-editing program that allows students to post papers, read comments from their peers and instructor, discuss, and edit *online*. To learn more, visit the online demo at www.metatext.com/webwrite.

Supplements for Students

- An *Online Learning Center* (www.mhhe.com/langan) offers a host of instructional aids and additional resources for students, including self-correcting

exercises, writing activities for additional practice, a PowerPoint grammar tutorial, guides to doing research on the Internet and avoiding plagiarism, useful weblinks, and more.

- A *Student CD-ROM* (ISBN 0-07-242354-4) offers all of the resources of the Students' Online Learning Center and M.O.R.E. (McGraw-Hill Online Resources for English, also available online at www.mhhe.com/english) in a convenient offline format.
- *AllWrite! 2.0* is an interactive, browser-based tutorial program that provides an online handbook, comprehensive diagnostic pre-tests and post-tests, and extensive practice exercises in every area.

You can contact your local McGraw-Hill representative or consult McGraw-Hill's web site at www.mhhe.com/english for more information on the supplements that accompany *College Writing Skills with Readings, Fifth Edition*.

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John Langan

CHECKLIST OF THE FOUR STEPS IN WRITING AN EFFECTIVE ESSAY

Use the checklist below to help you write and evaluate an essay. The numbers in parentheses refer to the pages that explain the skill in question.

1 Unity

- Clearly stated thesis in the introductory paragraph of your paper (8; 49–53; 61–68)
- All the supporting paragraphs on target in backing up your thesis (136–138; 148–150)

2 Support

- Three separate supporting points for the thesis (9–10; 43–47; 53–54)
- *Specific* evidence for each of the three supporting points (53–59)
- *Plenty of* specific evidence for each supporting point (58–59; 150–152)

3 Coherence

- Clear method of organization (74–77; 91–93; 142–145; 153–155)
- Transitions and other connecting words (77–83; 93–97)
- Effective introduction, conclusion, and title (6–10; 84–91)

4 Sentence Skills

- Fragments eliminated (406–419)
- Run-ons eliminated (420–432)
- Correct verb forms (433–441; 448–451)
- Subject and verb agreement (442–447)
- Faulty parallelism and faulty modifiers eliminated (100–101; 469–476)
- Faulty pronouns eliminated (452–463)
- Adjectives and adverbs used correctly (464–468)
- Capital letters used correctly (478–486)
- Punctuation marks where needed:
 - a Apostrophe (490–496)
 - b Quotation marks (497–503)
 - c Comma (504–513)
 - d Colon; Semicolon (514–515)
 - e Dash; Hyphen (515–518)
 - f Parentheses (516)
- Correct paper format (477–478)
- Needless words eliminated (109–110)
- Effective word choices (535–541)
- Sentences varied (112–118)
- Possible spelling errors checked (519–523)
- Careless errors eliminated through editing and proofreading (17–18; 35–38; 118–121; 542–552)

CORRECTION SYMBOLS

Here is a list of symbols the instructor may use when marking papers. The numbers in parentheses refer to the pages that explain the skill involved.

- Agr* Correct the mistake in agreement of subject and verb (442–447) or pronoun and the word the pronoun refers to (452–454).
- Apos* Correct the apostrophe mistake (490–496).
- Bal* Balance the parts of the sentence so they have the same (parallel) form (100–101).
- Cap* Correct the mistake in capital letters (479–486).
- Coh* Revise to improve coherence (74–83; 142–145).
- Comma* Add a comma (504–513).
 - CS* Correct the comma splice (420–432).
 - DM* Correct the dangling modifier (472–476).
 - Det* Support or develop the topic more fully by adding details (53–59).
 - Frag* Attach the fragment to a sentence or make it a sentence (406–419).
 - lc* Use a lowercase (small) letter rather than a capital (479–486).
 - MM* Correct the misplaced modifier (469–471).
 - ¶* Indent for a new paragraph.
 - No ¶* Do not indent for a new paragraph.
 - Pro* Correct the pronoun mistake (452–463).
 - Quot* Correct the mistake in quotation marks (497–503).
 - R-O* Correct the run-on (420–432).
 - Sp* Correct the spelling error (519–523).
 - Trans* Supply or improve a transition (77–81).
 - Und* Underline (501).
 - Verb* Correct the verb or verb form (433–441; 448–451).
- Wordy* Omit needless words (109–110).
- WW* Replace the word marked with a more accurate one.
 - ?* Write the illegible word clearly.
 - /* Eliminate the word, letter, or punctuation mark so slashed.
 - ^* Add the omitted word or words.
- ;/:/-/—* Add semicolon (515), colon (514); hyphen (517), or dash (515–516).
- ✓* You have something fine or good here: an expression, a detail, an idea.

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