

Fourth Edition

Writing *for* Life

Paragraphs and Essays

New!
2016
MLA
Updates



D.J. Henry

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ISBN-13: 978-0-13-467883-2
ISBN-10: 0-13-467883-4



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Paragraphs and Essays

New! 2016 MLA Updates

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PEARSON

FOURTH EDITION

Writing *for* Life

Paragraphs and Essays

D.J. Henry

Daytona State College



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Cover Illustration: View of Bogliasco—Alex Tihonov/Getty Images; Hand and Smart Phone-rvlsoft/Shutterstock
Senior Manufacturing Buyer: Roy L. Pickering, Jr.
Printer/Binder: LSC Communications/Menasha
Cover Printer: Phoenix Color/Hagerstown

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Library of Congress Cataloging-in-Publication Data

Names: Henry, D. J. (Dorothy Jean) author.
Title: Writing for life : paragraphs and essays / D.J. Henry.
Description: Fourth edition | Boston : Pearson, [2017] | Includes index.
Identifiers: LCCN 2015045206 | ISBN 9780134021690
Subjects: LCSH: English language—Composition and exercises—Study and teaching (Higher) | Rhetoric—Study and teaching (Higher) | Creative writing (Higher education)
Classification: LCC PE1404 .H3975 2017 | DDC 808/.042076—dc23
LC record available at <http://lcn.loc.gov/2015045206>

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MyWritingLab™ Online Course (access code required)

for *Writing for Life, Paragraphs and Essays 4e*, by D. J. Henry

MyWritingLab is an online homework, tutorial, and assessment program that provides engaging experiences for today's instructors and students.

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.

Respond to Student Writing with Targeted Feedback and Remediation

MyWritingLab unites instructor comments and feedback with targeted remediation via rich multimedia activities, allowing students to learn from and through their own 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.
- In the Writing Assignments, students can use instructor-created peer review rubrics to evaluate and comment on other students' writing.
- Paper review by specialized tutors through Tutor Services is available, as is plagiarism detection through TurnItIn.

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.

Proven Results

No matter how MyWritingLab is used, instructors have access to powerful gradebook reports. These reports provide visual analytics that give insight to course performance at the student, section, or even program level.

Visit www.mywritinglab.com for more information.

Introducing the *Writing for Life* Series

Writing for Life, a two-book series consisting of both a sentences and paragraphs book and a paragraphs and essays book, answers the question students often ask about why they should learn to write well—“What’s the point?” *Writing for Life* does more than motivate students; it teaches them to take charge of their own learning and helps them transfer the strategies they currently apply to reading visuals to the tasks of reading and writing text.

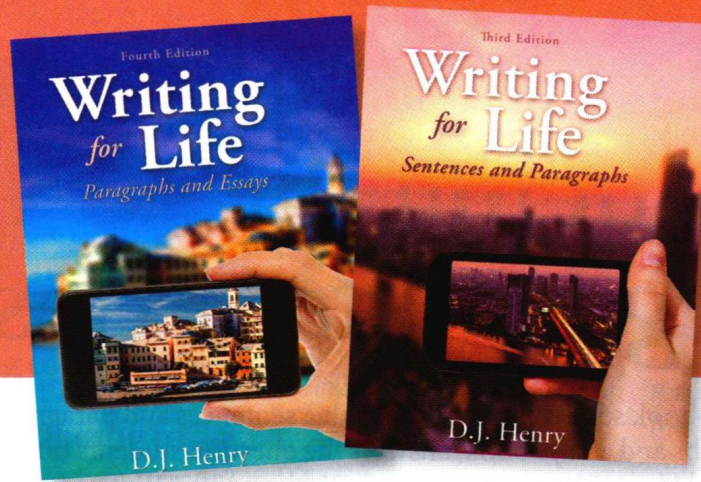
New to This Edition of *Writing for Life* . . .

More Grammar Exercises

- In response to reviewer requests, our grammar exercises have been expanded to offer more opportunities to apply their skills through additional exercises. The exercises for punctuation and mechanics now appear in MyWritingLab for easy student access and completion.
- The grammar chapters have been reorganized to move students from basic sentence-level concerns to issues of style. This new, more-natural progression makes content both easier to find and easier to assign in sequence.

New Readings

- Seven new readings have been added to Part 8, including “Niagara Falls by Rupert Brooke,” “Managing Stress in College” by Rebecca J. Donatelle, “The Fundamentals of Forgiveness” by D. J. Henry, “Cool at 13, Adrift at 23” by Jan Hoffman, “Nobel Peace Prize Lecture, 2014” by Malala Yousafzai, “Hungry vs. Healthy: The School Lunch Controversy” by Bonnie Taub-Dix, and “Can Virtual Classroom Beat Face-to-Face Interaction?” by Libby Page.
- Three student writers contributed paragraphs to illustrate the patterns of organization.



New Supporting Media and Deeper MyWritingLab Integration

- New videos on the writing process, the reading process, and creating portfolios help students with different learning styles understand these key concepts.
- Our two chapter-closing activities, “Writing Assignments” and “Academic Learning Logs,” can now be completed in MyWritingLab and sent directly to instructors’ gradebooks.
- The *Writing for Life* MyWritingLab etext course now contains an appendix on portfolio creation and use.

Streamlined Approach to Learning Outcomes

- The learning outcomes now appear on the first page of every chapter and tie directly to the headings in the chapter. These learning outcomes help students focus on the key skills that they will develop in the chapter, and provide them with a measure to test their mastery.
- Unit Review exercises enable students to test their mastery of each learning outcome in that Unit. These Unit Review exercises are available in MyWritingLab.

Modified Design

- *Writing for Life*’s revolutionary design has been tweaked to appear more sophisticated where appropriate and easier to digest at-a-glance.

Features of Writing for Life

How Does Writing for Life Effectively Motivate and Prepare Students for Success?

The focus of *Writing for Life* is apparent in the comprehensive and systematic approach to learning it provides by motivating and preparing students; engaging students with high-interest topics and meaningful visuals; establishing purpose and clear statements of learning objectives; offering relevant applications; and meeting today's students where they are.

WHAT'S THE POINT? is a motivational teaching strategy that addresses the basic question on most students' minds: *Why do I need to know this?* The question and the instructional answer establish the student writer's purpose for studying the chapter. Sample student responses in think-aloud format model critical thinking.

OVERALL INSTRUCTIONAL VOICE establishes a clear, direct, respectful tone that honors adult learners.

EMPHASIS ON ACTIVE LEARNING motivates students to become active learners who assume responsibility for their learning, who reflect upon their progress, and who can and will improve their writing skills.

WRITING ASSIGNMENTS create realistic writing situations that direct students to consider audience and purpose as they employ the writing process. Additional assignments provide topics and situations relevant to "Everyday Life," "College Life," and "Working Life." These Writing Assignments can also be completed online through MyWritingLab.com.

HIGH-INTEREST TOPICS such as tattoos, stress, obesity, eating disorders, pop culture icons, fashion, movies, music, relationships, natural disasters, heroes, and current events engage student interest and foster self-expression.

How Does Writing for Life Engage Students with Illustrations and Visuals?

HIGH-INTEREST VISUALS stimulate interest, clarify concepts, and facilitate student responses. Several visuals are brought to life with new animations accessible through the MyWritingLab/etext course.

PHOTOGRAPHIC ORGANIZERS activate the thinking process, introduce and illustrate a pattern of organization, and stimulate prewriting activities. A set of photographs is arranged in a concept map that illustrates the structure of a particular pattern of organization.

What's the Point of Comparison and Contrast?

Often ideas become clearer when they are analyzed based on how they relate to one another. The comparison and contrast patterns of organization allow a writer to explore the ways in which ideas are related. The following set of photographs documents some similarities and differences between electric and gas vehicles. Study the sets of images. Answer the following questions about each comparable point. Then, answer the question "What's the point?" with a one-sentence statement of the overall main idea.

Practice 1

SIMILAR TO OR DIFFERENT FROM

GAS VEHICLES **ELECTRIC VEHICLES**

What is the first comparable point?

What is the second comparable point?

What is the third comparable point?

What's the point?

Use Logical Order

A process describes the individual actions that make up each step or phase within the process. Just as time order words in the topic sentence signal a process, time order transition words show the flow of events as the process unfolds. Strong transitions establish coherence, a clear and understandable flow of ideas.

Transition Words Used to Show Time Order

after	currently	last	now	since	until
afterward	eventually	later	often	soon	when
as	finally	meanwhile	previously	then	while
before	first	next	second	ultimately	

Practice 3

USE TIME ORDER

The following information appears in the safety publication *How to Survive a Submerged Car* sponsored by the Florida Highway Patrol. Determine the logical order of the sentences. First, underline the time order transition words. Then, answer the question "What's the point?"

Plan, while the car is still floating, **get out**, crawl through the opened window and swim to shore.

The first thing to do in a floating car is to **push** the button to unlatch your seatbelt.

Next, **open** the window. Interior window shades will keep inside the car is floating.

When a car plunges into a lake or river, it should float for about three minutes, giving you enough time to safely exit the car before it sinks.

If (1) (2) stands for push, Open, and Get Out.

Once the car sinks, the (1) (2) (3) immediate exit words.

In a submerged car, first **push** the button that releases your seatbelt.

Finally, **get out**, push yourself out of the car and quickly swim to the surface.

Then, **open** your car door.

What's the point?

What's the Point of Using Patterns of Organization to Develop Essays?

PHOTOGRAPHIC ORGANIZER: USING PATTERNS OF ORGANIZATION IN ESSAYS

Study the following series of pictures. First, answer the questions below each of the photographs to identify the major details that could be used in an essay about the topic.

DESCRIPTION: Places to Skateboard **TOPIC:** Skateboarding

FIRST PLACE	SECOND PLACE	THIRD PLACE
		

What's the point of the description?

Now that you have used a pattern of organization to brainstorm about a topic, think about how patterns of organization can help you write an essay. Answer the question:

What's the point of learning about using patterns of organization to write an essay?

My First Thoughts: A Prewriting Activity

Set a time limit, such as five minutes, and jot down in your notebook your thoughts about using patterns of organization. In addition to the examples mentioned above, what are some other situations that require thinking about time sequences, comparisons, contrasts, definitions, or persuasive ideas?

Practice 1

USING PATTERNS OF ORGANIZATION TO DEVELOP ESSAYS

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VISUAL LEARNING ACTIVITIES introduce and facilitate writing assignments; concept maps, charts, graphs, and annotated examples enable students to “see” the concept clearly.

VISUAL INSTRUCTION offers annotated visuals with color-coded highlights that make key concepts jump off the page. Concepts and rules are further defined, explained, and illustrated with charts and graphs.

How Does *Writing for Life* Provide Students with Purpose and Core Learning Objectives (Outcomes)?

LEARNING OUTCOMES are statements that specify what learners will know or be able to do as a result of a learning activity.

PREPARING YOURSELF TO LEARN ABOUT WRITING in Chapter 1 teaches students to evaluate their attitudes, identify learning outcomes, generate a study plan, and create a portfolio that helps them “to track growth . . . organize work . . . and think about” their learning and their writing. Simple and easy-to-follow advice guides students to use checklists, reflective

questions, and journal entries as they think about their writing and what they are learning.

SELF-ASSESSMENT TOOLS AND GUIDES include learning outcomes, reflective questions, behavior and attitude surveys, guidelines, checklists, scoring rubrics, and journal entries, complete with examples and explanations. For example, a paragraph scoring guide is introduced and explained and followed by a practice that asks students to score a set of paragraphs using the scoring guide. These activities transfer the responsibility of learning and assessment of learning to the student.

ACADEMIC LEARNING LOGS are end-of-chapter activities that tests students’ comprehension of the chapter’s instruction. These activities can be completed online at MyWritingLab.com.

How Does *Writing for Life* Engage Students with the Writing Process?

EMPHASIS ON THE PROCESS is embedded in instruction throughout the textbook. The writing process is introduced and illustrated in Chapter 2 with a two-page spread of a four-color graphic with explanations of the entire writing process: Prewriting, Drafting, Revising, and Editing.

Appropriate writing process icons appear throughout the textbook as signals to guide students through the writing process of particular assignments. Additionally, book-specific writing process videos can be found within the MyWritingLab/etext course.

WORKSHOP: WRITING A PARAGRAPH STEP BY STEP guides students one step at a time through the writing process from prewriting to editing, and each phase is highlighted with a writing process icon, so students know what they are doing at each point in the process, how they are to do it, and why it is important.

THE WRITING SITUATION is explained and illustrated in Chapter 2 in discussions and engaging activities about how the relationships among topic, audience, and purpose impact the creation of a piece of writing. Writing prompts are realistic writing situations based on everyday life, college life, and working life. These writing prompts stimulate role playing and critical thinking skills and illustrate the importance of *Writing for Life*.

DIRECT INSTRUCTION follows a logical order to best ensure comprehension and foster student ownership of the material. Each lesson moves systematically through three distinct phases: before learning activities, during learning activities, and after learning activities. Before, during, and after learning activities make excellent portfolio entries that foster student self-assessment.

TEXT STRUCTURE is covered extensively at every level, including word, sentence, paragraph, and essay levels. Lessons systematically guide students to consider the types and structures of words, phrases, and sentences; patterns of organization; levels of ideas; traits and function of a main idea; major supporting details; minor supporting details; parts of the paragraph; and parts of the essay. Writing prompts encourage students to adapt text structure to realistic writing situations.

How Does *Writing for Life* Drive Grammar Instruction and Key Applications to Connect with Today's Student?

STUDENT MOTIVATION, always vital, seems to be even more crucial when it comes to mastering grammatical concepts. Unfortunately, too many times, grammar instruction is met with apathy and dread. Grammar has purpose. It's worth the effort to learn it. The purpose of instruction is to foster confidence and mastery. The core features of this text—designed to inspire and motivate—have been adapted to match the nature of instruction for grammatical concepts.

GRAMMATICAL CONCEPTS are comprehensively covered in an approach that combines an illustrated handbook with intensive practice. Examples are clearly annotated visuals with color-coded highlights that make key concepts jump off the page.

GRAMMAR IN ACTION directly addresses some of the most commonly occurring errors in student writing. A specific common error is discussed in the context of a particular pattern of organization. In the last phase of the step-by-step instruction of the Workshop, students study a

Part 2: Issues Patterns of Organization to Revise Paragraphs

Revise Your Draft
Read your draft and answer the questions in the "Questions for Revising a Definition Paragraph" box that follows. Indicate your answers by annotating your paper. If you answer "yes" to a question, underline, check, or circle examples. If you answer "no" to a question, write the additional details in the margins and draw lines to indicate their placement. Revise your paragraph based on your reflection.

Questions for Revising a Definition Paragraph:

- ☐ Have I chosen an important concept to define? Have I clearly classified and illustrated the concept?
- ☐ Have I stated or implied a focused main idea? Can I state my point in one sentence? Have I created a strong impression?
- ☐ Have I effectively used order of importance? Have I used strong transitions of definition?
- ☐ Have I made my point with adequate details? Have I used concrete details to make my point?
- ☐ Have I included only the details that are relevant to my topic sentence?
- ☐ Have I used the following to make my ideas clear and interesting to my readers: vivid verbs and images, parallel language, controlled sentence structure, coordination, or subordination?

Proofread Your Draft
Once you have made any revisions to your paragraph that may be needed, proofread your paragraph for proper usage and punctuation, such as using commas to set off nonessential information.

Grammar in Action: Proper Use of Commas with Nonessential Information
In a sentence, some information is nonessential. If you can leave the information out without changing the meaning of the sentence, then the information is nonessential. Use **commas before and after** nonessential words, phrases, and clauses within a sentence. If nonessential words, phrases, and clauses introduce a sentence, use a comma after them.

- **Nonessential Word:**
My husband, **Bob**, runs six miles every other day.
- **Nonessential Phrase:**
Janine, **leaving a healthful diet and exercising**, has lost 25 pounds.
- **Nonessential Clause:**
My great-grandmother, **who is nearly 90 years old**, goes bowling every week.

Workshop

grammatical concept and then proofread and edit a sample piece of writing to ensure correct application of the concept. The correlation among chapters and grammar concepts are as follows:

Chapter 4	Descriptive	Dangling and Misplaced Modifiers
Chapter 5	Narrative	Unnecessary Shifts in Verb Tense
Chapter 6	Process	Eliminating Fused Sentences
Chapter 7	Example	Using Commas in a Series
Chapter 8	Classification	Eliminating Comma Splices
Chapter 9	Comparison/Contrast	Commas after Introductory Elements
Chapter 10	Definition	Commas with Nonessential Information
Chapter 11	Cause/Effect	Commonly Confused Words
Chapter 12	Persuasion	Consistent Use of Point of View

Reading Selections

We know that reading enhances our ability to write well. Therefore, the major emphasis within the in-book reader is the connection between reading and writing.

UNDERSTANDING THE CONNECTION BETWEEN READING AND WRITING This section opens with an attitude and behavior survey that asks students to reflect about their individual reading and writing experiences. Then, it explains the benefits a writer gains from reading, illustrates in a chart the similarities between reading and writing, and offers a practice that models the connection between reading and writing skills. Finally, the section closes by emphasizing the thinking processes students can use to make the connection between reading and writing. Students learn how to annotate a text, summarize a text, and read like a writer.

READING SELECTIONS include 19 high-interest essays, both contemporary and classical, as models of effective writing. Topics cover a wide range of subjects including poverty, culture, careers, and race relations. All reading selections include word count, Grade Level, and Lexile score. The tone and purpose of these essays vary and include distinctive voices such as Amy Tan, Stephen King, and Deborah Tannen. Students are directed to annotate the text and maintain a vocabulary journal of new or difficult terms they encounter.

AFTER READING DISCUSSION QUESTIONS: MEANING, STRUCTURE, AND EXPRESSION focus student attention on four basic traits of an essay: Central Idea, Relevant Details, Logical Order, and Effective Expression. Many of the activities associated with each reading can be completed in the MyWritingLab/etext course.

THINKING PROMPTS TO MOVE FROM READING TO WRITING offer two fully developed writing situations based on the reading. These prompts ask students to consider audience and purpose as they form a response to what they have read.

Developmental Writing Resources

Instructor's Manual for *Writing for Life: Paragraphs and Essays* (0-13-396038-2), by Steve Yarborough, is a practical supplement useful in any classroom setting. The *Instructor's Manual* includes a summary of each chapter as well as sample syllabi to assist with designing a course around *Writing for Life: Paragraphs and Essays*. There is also a complete discussion of how to use each chapter in the classroom, including supplementary assignments and class discussions.

Test Bank for *Writing for Life: Paragraphs and Essays* (0-13-396023-4), by Steve Yarborough, contains multiple-choice and true/false questions designed to test each student's comprehension of every chapter.

See the *Instructor's Manual* for a complete listing of supplements available for *Writing for Life*.

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for *Writing for Life, Paragraphs and Essays 4e*, by D. J. Henry

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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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Visit www.mywritinglab.com for more information.

Acknowledgments

The publication of a text like this requires the effort and sacrifice of many people. I would like to begin with a heartfelt expression of appreciation for the Pearson English team. *Writing for Life* has afforded me the opportunity to work with and learn from a talented group of people. I thank the editorial team for giving me the opportunity to partner with Dorling Kindersley (DK), whose design so beautifully appeals to visual and verbal learners. Matt Wright, Executive Editor, is a wonderful partner to whom I am indebted and grateful. I have been fortunate to work with developmental editor, Erin Dye. I also extend my deepest gratitude to Heather Brady, whose contributions to this series as writer and editor are of immeasurable value.

I would like to acknowledge the production team for *Writing for Life* beginning with Kathy Smith from Cenveo, Inc., who served as copyeditor and project coordinator. I am also grateful to Ellen MacElree and Donna Campion, Production Managers. And I would like to acknowledge Dustin Weeks, Senior Professor of Library Sciences, Daytona State College, for his contributions of writing samples for student activities, and Steve Yarborough, Bellevue Community College, for composing the Instructor's Manual. I wish to thank the following students for the honor of working with them; I am so proud of their contributions to this edition: Hannah Davis, Joshua Hartzell, and Kuei-Ti Lu.

Finally, I would like to gratefully recognize the invaluable insights provided by the following colleagues and reviewers. I deeply appreciate their investment of time, energy, and wisdom: Terry Clark, City Colleges of Chicago; Nelda Contreras, Brookhaven College; Jay Lewenstein, Imperial Valley College; Tim Parrish, Rockingham Community College; Kimberly Pope, South Mountain Community College; Libby Stapleton, Angelina College; Vanessa G. Uriegas, Southwest Texas Junior College; Kelly Wilkes, Columbus Technical College; William M. Young, Oglala Lakota College.

I would also like to continue to thank the reviewers of past editions for their insights and advice: Wes Anthony, Cleveland Community College; Nina Barnett, New York City College of Technology CUNY; Liz Barnes, Daytona State College—Main; Carolyn Barr, Broward College; Craig Bartholomaeus, MCCCKC—Penn Valley; Elisabeth Bass, Camden County College; Kathleen Beauchene, Community College of Rhode Island; Nicholas Bekas, Valencia Community College; Tina L. Bennett, Wichita State University; James Bernarducci, Middlesex Community College; Linda Black, St. John's River Community College—Orange Park; Kay Blue, Owens Community College; Randy Boone, Northampton Community College; Brad Bostian, Central Piedmont Community College; Patricia Bostian, Central Piedmont Community College; Aaron Bradford, American River College; Kathy Britton, Florence Darlington Technical College; Tracy Brunner, Broward Community College; Jeff Burdick, Willow International College Center; Cheryl Cardoza, Truckee Meadows Community College; Jessica Carroll, Miami Dade College—Wolfson; Cynthia Cash, Southwest Tennessee Community College; Gail Harrison Charrier, Delaware Technical and Community College; Karen Chow, DeAnza College; Terry Clark, Kennedy-King College; Jennifer M. Condon, Iowa Central Community College; Kennette Crockett, Malcolm X College; Susan Cunningham, Ohlone College; Kathy Daily, Tulsa Community College; Sharon Davidson, Baton Rouge Community College; Nancy Davies, Miami Dade College—Homestead; Brenda K. DelMaramo, Thiel College; Marjorie Dernaika, Southwest Tennessee Community College; Denise Diamond,

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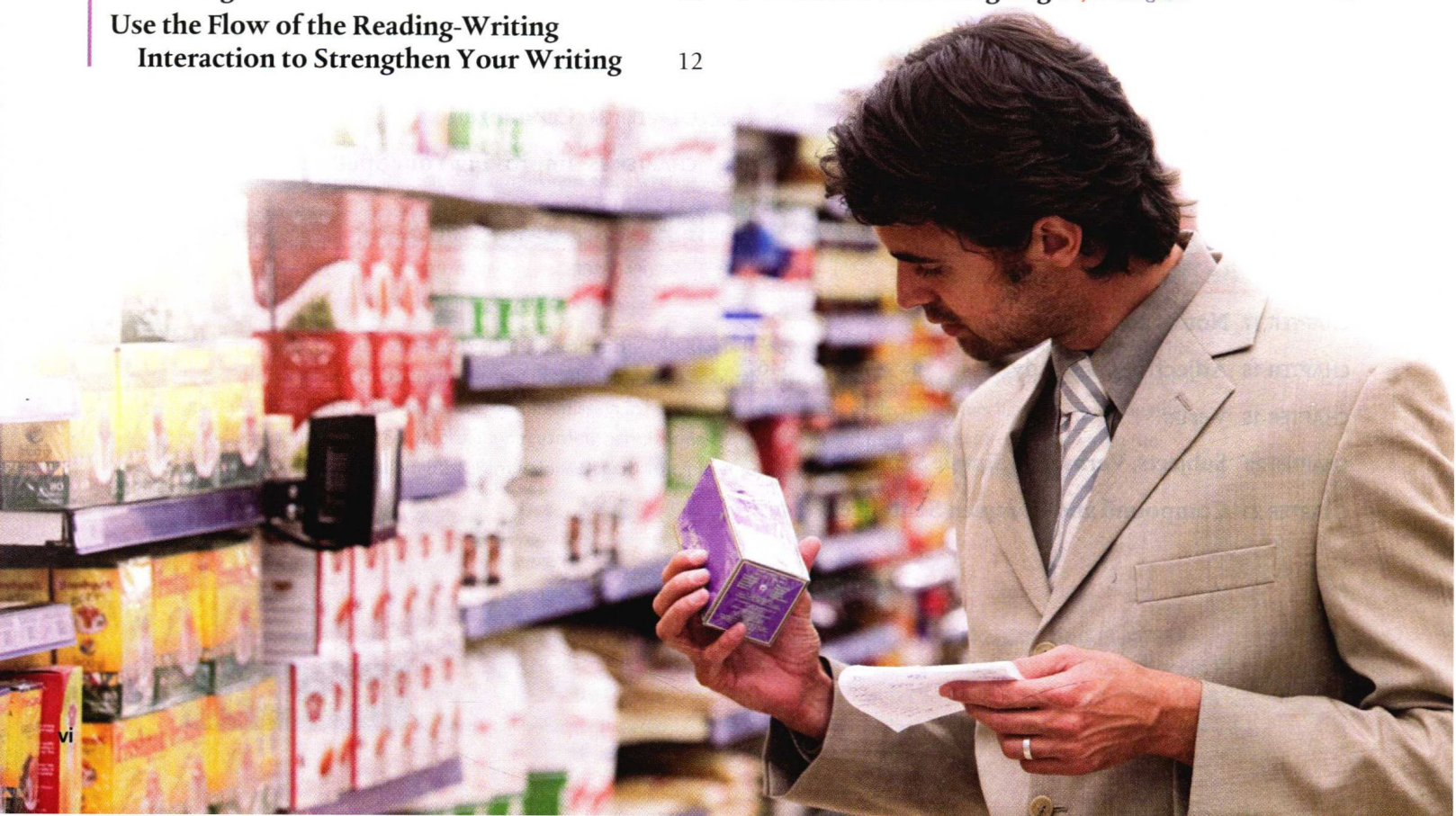
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