

Process and Thought in Composition

SECOND EDITION

Frank J. D'Angelo



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Arizona State University

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Correction Symbols for Common Errors

| | | | |
|---|--|--------|--|
|  | Insert what has been omitted. | // | Faulty parallelism. |
|  | Join. | frag. | Rewrite fragmentary sentence. |
|  | The circled item is incorrect. | gr. | Correct the grammar. |
| ? | This is not clear. | l.c. | Use lower case (not capital) letters. |
| ¶ | Begin a new paragraph. | ref. | Correct faulty pronoun reference. |
| no ¶ | No new paragraph here. | run-on | Two sentences run together as one. Rewrite. |
| agr. | Make the verb agree with the subject. | sp. | Check your spelling. |
| ambig. | Ambiguous. Make it clearer. | S | Your sentence structure is faulty. |
| awk. | Awkward. Rephrase. | trans. | You need a transition (pp. 349-356). |
| cap. | Use a capital letter. | tense | Check your verb tense. |
| cliché | This expression is trite or worn out. Substitute another (p. 468). | usage | Your usage is faulty or inappropriate. |
| c.f. | Comma fault. | wordy | Too wordy. Rewrite and condense (pp. 465-467). |
| d.m. | Dangling modifier. | | |

Alternate Ways of Organizing the Contents of this Book

Sequence 1

- Chapter 11 Style: The Sentence
- Chapter 12 Style: Word Choice
- Chapter 13 Imitation and Style
- Chapter 10 Paragraphs and Paragraphing
- Chapter 4 Patterns of Thought: Analysis and Description
- Chapter 5 Patterns of Thought: Classification, Exemplification, Definition
- Chapter 6 Patterns of Thought: Comparison and Analogy
- Chapter 7 Patterns of Thought: Narration, Process, Cause and Effect
- Chapter 8 Persuasion as an Aim: Induction and Deduction
- Chapter 9 Persuasion as an Aim: The Syllogism and Enthymeme
- Chapter 14 Revising and Editing

Sequence 2

- Chapter 1 Preliminary Considerations
- Chapter 2 Invention: Probing the Subject
- Chapter 3 Arrangement: The Whole Theme
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- Chapter 11 Style: The Sentence
- Chapter 12 Style: Word Choice
- Chapter 13 Imitation and Style
- Chapter 14 Revising and Editing
- Chapter 15 The Research Paper

Preface

The second edition of *Process and Thought in Composition* retains the original emphasis on writing as a thinking process, but it also includes the following features:

1. New material on aims, modes, and kinds of discourse, introduced in the opening chapter and reinforced throughout the book.
2. A completely rewritten chapter on invention (Chapter Two).
3. Two new chapters on persuasion as an aim (Chapters Eight and Nine), emphasizing logical thinking as it relates to writing essays, not merely to analyzing arguments.
4. Interesting new paradigms, based on the enthymeme, for writing arguments, with a step-by-step illustration of the process.
5. New material on paragraphing as a process, in relation to the writer's intention, audience, and kinds of discourse (Chapter Ten).
6. Expanded material on analysis, description (Chapter Four), and narration (Chapter Seven).
7. New professional and student models, exercises, and suggestions for student writing throughout the book.

The plan of the book is similar in many respects to that of the first edition. I have divided the main part of the text into three parts: invention, arrangement, and style. In each of these parts, I have tried to show how invention, arrangement, and style are organically related by providing connecting links wherever possible, especially in those chapters titled "Patterns of Thought."

The two chapters on "Persuasion as an Aim" may seem to depart from the original plan, but they do not. Rather they reinforce the new emphasis on aims introduced in the opening chapter and reinforced throughout. Because persuasion is such an important aim, I devote two chapters to it and to the writing of arguments. I continue the emphasis on aims in the new material on paragraphing which follows.

The chapter on the paragraph is almost twice the size as that of the original. It includes a discussion of paragraphing as a process, not just a discussion of the paragraph as a separate unit. There is also new material on beginning and ending paragraphs and on transitions.

In making these changes to the first edition, I have tried to write with my audience in mind. I am grateful for the constructive criticism I have gotten from my readers over the past few years. Whatever success I have had with the first edition, I owe to you, my readers.

* * *

I have been truly fortunate, in preparing both editions of this text, to have received the kind of helpful advice so necessary to making a book a critical success.

Richard Larson, Robert Gorrell, Gary Tate, and William Lutz were among those who helped with the first edition. Their influence is still a strong one in the second edition.

Many of those who helped with the second edition have used the first edition, and their criticisms have helped to make the second edition a better book. Among those who gave of their time and help are Erika Lindemann of the University of South Carolina, Constance F. Gefvert of Virginia Polytechnic Institute and State University, Tommy J. Boley of the University of Texas at El Paso, David E. Fear of Valencia Junior College, Kris Gutierrez of the University of Colorado, Melinda G. Kramer of Purdue University, Carolyn B. Matalene of the University of South Carolina, Roberta Pritchard of Texas Christian University, Richard Raspa of the University of Utah, and Woodruff Thompson of Brigham Young University.

In the preparation of both the first and second editions of this manuscript, I have received invaluable assistance from Terri Garchow, Robin Ruiz, and Robin Kendrick. They did an excellent job in typing and helping to edit the manuscript. I thank them for their patience and their unfailing good humor. Deborah Lay did a very fine job of helping me with various aspects of the text, as did Bob Johannsen and Rob Archer.

Herbert Nolan of Winthrop Publishers is one of the best editors I have worked with, and I thank him for his patience, humor, and good sense.

Special thanks again go to Paul O'Connell of Winthrop Publishers, who first encouraged me to write this book several years ago and who is largely responsible for an improved second edition. His warmth, friendship, and sincerity go far beyond the bounds of a single textbook.

I would also like to thank the many students whose essays I have used. When the essays of professional writers seemed difficult for some

students to emulate, their writing always seemed inviting, accessible, and interesting.

Finally, I would like to thank my daughters, Susan and Lori, and my sons, Frank, Marc, and Stephen for their patience and understanding, and my wife, Sylvia, for her love and support, and her unfailing sense of humor and great wit. "Holy, fair, and wise is she;/The heaven such grace did lend her."

F. J. D.
Tempe, Arizona

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