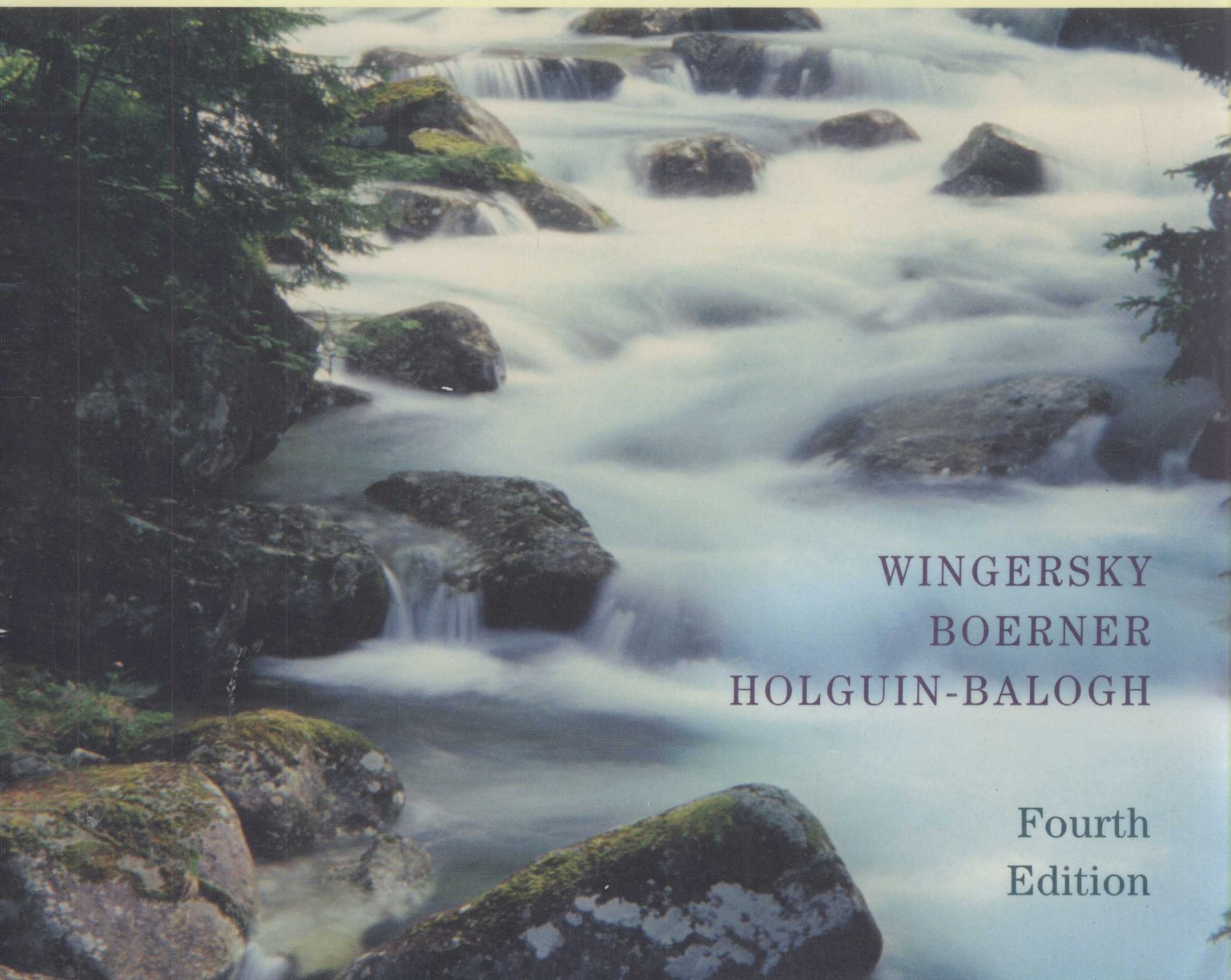


# Writing Paragraphs *and* Essays

Integrating Reading, Writing, and Grammar Skills

WINGERSKY  
BOERNER  
HOLGUIN-BALOGH

Fourth  
Edition



# Writing Paragraphs and Essays

## Integrating Reading, Writing, and Grammar Skills

Fourth Edition

**Joy Wingersky**

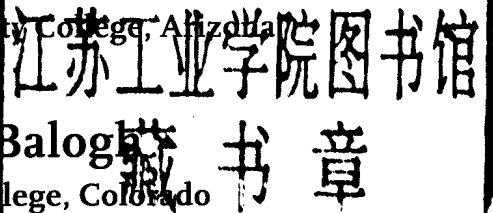
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# List of Readings Organized by Writing Skill

## Topic Sentence

*Childhood* by Dr. Linda Coble, therapist and psychologist  
*Summer at Aunt Clara and Uncle Frank's Farm* by Phyllis J. Hilding, student  
*Concentration Camp* by Jan-Georg Roesch, student  
*Playhouse Under the Orange Tree* by Peggy Scarbrough, student  
*Fort Leonard Wood* by Terry M. Donaldson, student  
*Munich* by John Schulz, student  
*An Eyewitness Account of the San Francisco Earthquake*, excerpt from article by Jack London  
*Martin Luther King*, excerpt from book by Rae Bains  
*Making a World of Difference*, excerpt from article in *Experienced Engineer*  
*Birds of an Old Farm*, excerpt from article by Edwin Way Teale

## Voice and Audience

*Space to Sing* by Dean K. Terasaki, chair and professor of art and photography  
*The Nursing Home* by Steve Bostrom, student  
*Subways* by Muriel Gray, student  
*Growing Up Chicana* by Eva Montoya, teacher  
*Dear Dad*, excerpt from book by Louie Anderson  
*Getting Off the Roller Coaster* by Jerry L. Palmer, professional

## Thesis Sentence

*Drawing the Lines* by Liz Hufford, freelance writer and professor of English  
*Your College Years* by Dr. Bob Hartman, President BHIM  
*Respect* by Phyllis Hilding, student  
*Being a Student* by Young Mi Dauer, student  
*Golf* by Kathy Bagby, student  
*Building a Better Home*, excerpt from article by John K. Terres

## Examples

*Would You Know a Computer If You Met One?* by Alicia Ottenberg, professor of computer information systems  
*Legacy* by Renee Robbe, student  
*A Surprising Experience* by Mauro Guzman, student  
*What Have You Done to Help Someone?* by Gudrun Waltraud Lorke, student  
*Responsibility* by Charles Marchbanks, student  
*Wandering Through Winter*, excerpt from book by Edwin Way Teale  
*Overheard on a Train Trip Through England*, excerpt from book by Paul Theroux  
*Courtship Through the Ages*, excerpt from book by James Thurber

## Introductions and Conclusions

*Women in Science and Engineering* by Shyrl Emhoff, retired aeronautical engineer

*Dancer* by Nancy Chandler, student

*Qualities I Appreciate About My Dad* by Agustin Rojas, student

*A Good Manager* by Marlene Reed, student

*The Right Thing to Do* by Jeff Collins, student

*Living in Another Country* by Alberto Montaña Hernandez, student

## Coherence

*Harley a Bad Word to Say* by Patrick Haas, professor of English

*Home: Just How Safe Is It?* by Cynthia L. Vinzant, student

*Education* by Jan-Georg Roesch, student

*Never Again Homeless* by Kimberly Adair, student

*The Strategy of Futureness*, excerpt from *Future Shock* by Alvin Toffler

## Methods of Development

*Did You Do Your Best?* by Dr. James W. Reed, professor of communications

*Illustration—Heroes—"Sung" and "Unsung"* by Lorena Acosta, student

*Comparison/Contrast—The Baptism in Blood and the Beach Party* by Lonnie B. Noah III, student

*Classification—Which One Are You?* by Kristi Von Aspen, student

*Definition—Wealth* by Andrea Gonzales, student

*Winter* by Joan Papke, student

*A Run* by Tim Darcy, student

*Cause and Effect Analysis—Parenting: Singular* by Jenefer Radas, student

*Process Analysis—Reducing Fear of a Hospital Stay for a Child* by Eric Beach, student

*Argumentation—Steroids and Bodybuilders* by Samuel David, student

*Blend of Patterns—The Mutt Who Saved Mr. Lambert* by William Thomas, M.D.

## ***The Integrated Approach***

In this fourth edition of *Writing Paragraphs and Essays*, we continue to integrate writing instruction, readings, and grammar skills to teach students to write well. To ensure that your students develop as writers and thinkers, you will find these elements integrated throughout:

- **Writing instruction and writing assignments:** Extensive writing instruction combined with many suggested assignments, some of which are based on the readings, others on Internet activities, engage student interest, and help students immediately apply what they have learned.
- **Readings:** Both student and professional examples help students generate ideas and serve as strong models for their writing.
- **Grammar skills:** Grammar skills that students need to write effective paragraphs and essays are integrated with the writing instruction, providing an opportunity for students to apply these skills in the context of their own writing.
- **Writings by professionals:** Writings by professionals followed by related quotations help students think through issues before writing about them.

Integrating these processes accomplishes these key goals:

1. Gets students thinking and writing immediately
2. Engages students in the writing process, building their confidence in simple yet challenging steps
3. Enables students to succeed as they move toward more complex writing assignments

Our approach also creates these advantages:

### **Simple, challenging, and comprehensive**

We have written a simple, challenging, and comprehensive text that students can understand and assimilate with the guidance of their instructors. It is thorough because it is important to bridge the gap for developmental students between the material covered in a lower-level text and the material covered in a freshman-level composition book. Thus, we present all of the skills necessary for mastering both paragraphs and short essays, complete with effective introductions, support paragraphs, and strong conclusions. We then show students how they can apply these skills to more advanced essays.

### **Encouraging and motivating**

We use explanations that encourage and motivate.

### **Accessible to a diverse student body**

We have kept the diction simple so that students coming from diverse backgrounds can understand the concepts presented in the text.



## Extensively class-tested

The text has been extensively class-tested and revised to make it as advantageous for instruction as possible.

## Major Changes to the Fourth Edition

- New section on documentation located in Appendix E
- Simpler organization in the table of contents that makes it easier for instructors and students to navigate through the text
- Icons to identify writing assignments, collaborative activities, quotations, Internet activities, and cumulative unit exercises
- Grammar pages marked with visible, vertically colored edges for easy identification
- Updated and revised Internet activities
- Final checklists at the end of each unit
- A stronger link between voice and audience and grammatical point of view
- Updated and strengthened examples of introductory paragraphs in Unit 5
- Thirty percent new exercises and examples

## Organization and Key Content

The text includes an introduction to writing and seven integrated units. Each of the seven units is now clearly organized into separate numbered parts to facilitate maneuverability.

### Introduction

This section introduces students to what it means to be a good writer, the writing process, and a writer's use of computers and the Internet.

### Units

Each unit is broken into five key content sections. For example, Unit 1, "Writing Sentences and Paragraphs," is broken into (Part 1) Writing Skills: Sentences and Paragraphs, (Part 2) Something to Think About, Something to Write About, (Part 3) Paragraphs for Discussion and Analysis, (Part 4) Grammar for Effective Writing: Basic Sentence Skills, and (Part 5) Putting It All Together. These recurring subsections integrate the content of each unit by modeling the thinking processes that students must practice to accomplish particular tasks.

**(Part 1) Writing Skills** This is the key writing instruction section. The first part of every unit focuses on one step of the writing process. The objectives identify the skills to be covered. After these skills are explained and modeled, the students apply them by working through exercises that reflect the kind of thinking that student writers have to do in composing, revising, and editing. They are also given collaborative exercises that encourage interactive learning.

**(Part 2) Something to Think About, Something to Write About** These sections include high-interest reading selections by professionals. These readings cover a range

of topics and are used to generate ideas that students can use for their writing assignments. Each reading is followed by vocabulary exercises and writing assignments based on the reading. Also included in this section is a list of quotations linked to each reading to give students additional help in generating ideas for writing. This is followed by a writing assignment and a collaborative group activity.

**(Part 3) Paragraphs for Discussion and Analysis** This section includes many shorter readings by students and professionals for discussion and analysis. These readings illustrate the concepts taught in each unit. Because the authors of these selections have a range of writing experience and come from diverse backgrounds, their writing appeals to students of different ages, gender, and ethnic backgrounds. Each reading is followed by exercises that ask the students to analyze these readings for content, form, and vocabulary.

**(Part 4) Grammar for Effective Writing** This section is devoted to grammar and mechanics instruction. Here students learn and practice the grammatical concepts aimed at improving writing skills. Because students have already started writing by the time they get to this section, they have the chance to address their surface-level errors in context, thus reinforcing how essential grammar and mechanics are in written communication.

**(Part 5) Putting It All Together** This section is dedicated to bringing together practical application of the material covered in each unit. It begins with a cumulative unit exercise that draws from the writing and grammar instruction. This section also includes collaborative writing activities, a writing assignment, group and individual work, a final checklist, and Internet activities.

## Exercises

Each unit ends with a series of exercises that require students to think through and master the concepts taught in that unit. These exercises include

- **Cumulative Unit Exercises** A cumulative exercise at the end of each unit helps students reinforce what they have just learned as well as what they have learned in previous units. As students progress through the text, they complete each unit by synthesizing writing skills and grammar concepts through revising paragraphs and essays. These exercises are suitable as individual, group, or class activities.
- **Collaborative Writing Projects** Collaborative activities are a substantial part of each unit and often lead to writing assignments. Many of the collaborative activities include small-group discussion in the prewriting stages. They prepare students to work individually on their paragraphs or essays and then to return to groups for peer review. The activities are more detailed in the earlier units, but in later units allow students to work together without such detailed directions.
- **Internet Activities** Internet activities have been updated. These resources are focused on helping students find useful, reliable information. Students are also encouraged to evaluate Internet sources as part of the thinking process. These activities are integrated into the text concepts to give students additional writing resources and exercises. The Internet activities will lead students to the links that correlate with the activities in each unit. Students are given the opportunity to obtain additional information as they move through their writing assignments.



## ***Major Features of the Text***

### **Self-Contained Text**

Students use only one textbook, yet they still have access to the writing, reading, and grammar concepts normally found in a combination of texts. Instructors have access to a full range of teaching materials and may choose to use those they consider most important for their own course needs.

The logical progression of the text facilitates an integrated approach to instruction. The book starts with simple writing, reading, and grammar and progresses to more sophisticated methods of writing.

### **Step-by-Step Approach to Writing Skills**

Information on the writing process is presented in a clear step-by-step approach that builds student confidence as students see how the individual writing steps fit together to create a coherent paragraph or essay. This text reduces instructor and student frustration by setting up realistic goals for developing writers.

The text focuses on the development of the paragraph and short essay by helping students generate and support one main idea. Students concentrate on topic sentences with support and on thesis sentences with support so that they can transfer these skills to more sophisticated strategies, either in this course or in college-level composition courses.

### **Grammar and Mechanics Exercises Aimed at Improving Writing**

The exercises in the grammar and mechanics section of each unit (Grammar for Effective Writing) go beyond drill and practice to include thinking exercises such as sentence combining and paragraph editing. Many exercises for in-class and out-of-class work are provided. Half of the answers are provided in “Answers to Odd-Numbered Items in Exercises” located after the appendices, and all of the answers are in the Annotated Instructor’s Edition. As a result, teachers can have the students check their own exercises, or they can have the students do the exercises as homework to be graded by the instructor.

### **Unit on Alternate Patterns of Development**

This unit is self-contained and includes essays illustrating how one topic can be developed into many different types of essays by using different methods. The text begins with illustration, a strategy with which students are familiar, and progresses through comparison/contrast, classification, definition, cause/effect analysis, process analysis, and argumentation.

### **Content Prepares Students for Proficiency Testing**

*Writing Paragraphs and Essays* provides instruction that will prepare students to perform well on proficiency tests. For example, it covers basic grammar and usage: subject-verb agreement; consistent verb tense; fragments, run-on sentences, and comma splices; consistent point of view; a thorough review of punctuation; and a review of capitalization. The text encourages development of revision skills needed by students to pass profi-

ciency tests. Appendix A includes commonly confused words, such as “their,” “there,” and “they’re.” Appendix D includes a section on spelling.

*Writing Paragraphs and Essays* provides practice in the skills students need in varied writing situations, including drafting, revising, and editing both paragraphs and essays. Because variety in sentence structure is one of the major criteria used to evaluate student essays, *Writing Paragraphs and Essays* also includes instruction in sentence combining to achieve sentence variety. Furthermore, the book includes a unit on alternate patterns of development that provides the skills students need when they are asked to write an essay using a specific method of organization.

## Appendices

- Appendix A: Confusing Words
- Appendix B: Keeping a Journal
- Appendix C: Irregular Verbs
- Appendix D: Spelling
- Appendix E: Using Documented Support

## Teaching Aids

### Print Supplements

- **Annotated Instructor’s Edition.** (0-15-504652-7) This edition includes answers to all of the exercises, teaching tips, and a complete Instructor’s Manual.
- **Instructor’s Manual.** (Included in the Annotated Instructor’s Edition.) The Instructor’s Manual includes our philosophy about teaching, unit notes, writing assignments, sample syllabus, suggestions for a final exam essay, sample journal entry and journal log, and transparency masters.
- **Test Items.** (0-15-504696-9) Sentence and paragraph editing, multiple-choice, and fill-in-the-blank questions test the skills and concepts taught in the book. Four versions of ten tests and answers are in a separate test booklet.

### Electronic Supplements

- **Writer’s Resources CD-ROM Version 2.0** (0-8384-0674-2) is an interactive multimedia program that teaches all aspects of grammar and writing.
  - **A Complete Writing Course:** The four sections on the CD-ROM cover all the skills necessary for students to become effective writers—from grammar and mechanics to the steps of the writing process.
  - **Varied Types of Interactive Exercises:** Over 3,500 exercises, activities, and tests provide ample opportunity for students to practice the concepts presented. A broad range of auto-graded exercises and open-ended activities for instructors to review and assess are included.
  - **Audio and Animation:** Audio clips throughout reinforce and expand upon concepts presented. Animation clips demonstrate certain procedures, such as how to carry out various steps in the writing process or how to complete activities.
  - **Course Management:** A course management tie-in with the CD-ROM now enables instructors to grade students on their performance.
  - **More Types of Exercises:** Twelve new types of exercises have been added, including proofreading practice, capitalization, identifying parts of a paragraph, and writing assignments.

- **Glossary and Searchable Index:** A glossary and searchable index enhance the CD-ROM as a reference tool, improving its ease of use.

Writer's Resources CD-ROM may be bundled with *Writing Paragraphs and Essays*. Please contact your local Thomson representative for bundling options and pricing.

Please do not hesitate to e-mail us with your comments about the book.

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---

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