Writing for College

A PRACTICAL APPROACH

Third Edition

ROBERT E. YARBER
ANDREW J. HOFFMAN

Writing for College
A PRACTICAL APPROACH
THIRD EDITION

Robert E. Yarber
Emeritus, San Diego Mesa College

Andrew J. Hoffman
San Diego Mesa College

HarperCollins*CollegePublishers*

Executive Editor: Anne Elizabeth Smith
Project Coordination, Text and Cover Design: Ruttle, Shaw & Wetherill, Inc.
Electronic Production Manager: Angel Gonzalez Jr.
Manufacturing Manager: Helene Landers
Electronic Page Makeup: Ruttle, Shaw & Wetherill, Inc.
Printer and Binder: RR Donnelley & Sons Company
Cover Printer: Phoenix Color

Credits

Page 10, V. S. Naipaul. *India: A Million Mutinies Now.* Viking, 1990.
Page 19, "602 pounds of pot seized by agents." *The San Diego Union-Tribune* 9 June 1994: B–3.
Page 20, Malcolm X. *The Autobiography of Malcolm X as told to Alex Haley.* Ballentine Books, 1965.
Page 22–23, Deems Taylor. *Of Men and Music.* Simon & Schuster, 1937.
Page 23–24, Stanley Elkin. *The Franchiser.* Farrar, Straus, Giroux, 1976.
Page 201, Talcott Parsons. *The Social System.* Free Press, 1952.
Page 254, From *Reader's Gude to Periodical Literature.* May 1983. Copyright © 1983 by H. W. Wilson Company. Material reproduced by permission of the publishers.
Page 262, Richard Grenier. "Language Barriers to Leaving the Barrio." *Insight* June 15, 1992: 22.

HarperCollins® and ® are registered trademarks of HarperCollins Publishers, Inc.

Writing for College: A Practical Approach, Third Edition
Copyright © 1996 by HarperCollins College Publishers

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address HarperCollins College Publishers, 10 East 53rd Street, New York, NY 10022.

Library of Congress Cataloging-in-Publication Data

Yarber, Robert E.
Writing for college : a practical approach / Robert Yarber, Andrew Hoffman. —3rd ed.
p. cm.
Includes bibliographical references and index.
ISBN 0–673–46795–3 (student edition)
ISBN 0–673–55183–0 (instructor's edition)
1. English language—Rhetoric. 2. Report writing. I. Hoffman, Andrew [date]. II. Title.
PE1408.Y37 1996 95–12193
808'.042—dc20 CIP

95 96 97 98 9 8 7 6 5 4 3 2 1

To Cathy, Sean, Alex, and Mary Roberta.

All happy families resemble one another. . . .

—Leo Tolstoy

Preface

The principle governing this revision of *Writing for College* remains the same as that of the previous editions: to present a process-oriented writing textbook for college freshmen. Like its predecessors, it offers a sound, workable, and contemporary approach to writing that blends traditional organization and terminology with current findings in composition.

In preparing this revision, we have benefitted from the experiences and suggestions of instructors throughout the country who have used *Writing for College* in community colleges and universities. Whenever possible, we have incorporated their ideas and observations. The result, we believe, is a useful and practical textbook that will meet the needs of today's students and their instructors.

Features

Previous users of *Writing for College* will recognize features in this revision that carry over from the first two editions:

- Writing is presented as series of manageable steps that can be mastered by even the least confident student.
- A jargon-free style invites and reassures students rather than intimidating or threatening them.
- Abundant exercises and writing assignments, arranged in escalating levels of difficulty to reinforce and strengthen writing skills, accompany each chapter.
- Throughout the text, revision is stressed as an integral part of the writing process. Chapter 7, for example, offers detailed comments and analyses of the revision process.

此为试读，需要完整PDF请访问：www.ertongbook.com

New Features

In response to suggestions by several users of the previous editions, the following new features have been introduced:

- The discussion of the term paper and documentation techniques has been updated to conform to the 1995 edition of *MLA Handbook for Writers of Research Papers*. In addition, a new term paper has been included.
- Exercises designed for use in a CAI classroom have been added, most of which can be adapted for use in non-CAI classrooms.
- New exercises and examples of student and professional writing have been added.
- The emphasis on the importance and awareness of audience in the writing process has been expanded.
- Most model essays have been replaced by essays written on topics more relevant to the contemporary student.
- Chapter 1 (On Writing: A Preview) now includes a discussion of the role of computers in the classroom.
- Chapter 2 (Generating Ideas and Getting Started) includes an expanded discussion of prewriting techniques.
- The explanation of the classification paragraph has been simplified in Chapter 3 (Writing Paragraphs).
- The order of chapters has been changed so that Chapter 7 (Revising and Editing the Essay), Chapter 8 (Writing Effective Sentences), and Chapter 9 (Using the Right Word) now form a block of chapters dedicated to the revision process.
- Chapter 9 (Using the Right Word) now has a section on how to avoid sexist language.
- The discussion of plagiarism has been expanded to include sloppy documentation practices and inadequate paraphrasing.
- The allusions and references have been updated throughout the text.
- The list of writing topics has been expanded to 300.

Organization of the Text

Chapter 1 employs a sympathetic tone and encourages the student to begin writing immediately. Chapter 2 offers practical solutions to the two problems every writer faces: coming up with ideas and getting started. Because the student must master the paragraph early in his or her college career, and because it is the building block for longer assignments, Chapter 3 introduces the student to the strategies for developing successful paragraphs. Chapter 4 gives detailed suggestions for choosing and limiting a topic, determining purpose and audience,

gathering material, and writing a thesis statement. Chapter 5 presents the most important organizational patterns available to the writer, as well as suggestions and models for writing outlines. Chapter 6 explains and illustrates the most helpful patterns for developing the expository essay.

Because the process of revision actually involves making choices at the levels of the word and the sentence, as well as the paragraph and essay, we have created a block of chapters devoted to the revision process. Chapter 7 demonstrates the importance of revising, editing, and proofreading, using detailed comments and an extensive analysis of a student-written essay. Chapters 8 and 9 move from the larger to the smaller units of discourse: the sentence and the word.

Since much college writing requires that the writer persuade the reader to take a specific course of action or accept a particular point of view, Chapter 8 considers the problems unique to persuasive writing. Instructors who require students to include research in their writing can look to Chapter 11. This chapter includes an extensive list of reference materials and shows students proper documentation technique based on the *MLA Handbook for Writers of Research Papers*, Third Edition. This chapter also offers an innovative approach to the term paper by teaching the student a "search strategy," a step-by-step process of collecting and evaluating information on various topics. Two sample term papers are included, one written to MLA requirements, the other to a form more suited for the sciences. Since essay examinations, business letters, and résumés are also important writing tasks, Chapter 12 provides practical and detailed suggestions for mastering these skills.

Exercises and Writing Assignments

The act of writing daunts many students who believe that they have nothing to say. They do not know how or where to begin when faced with writing tasks; consequently, they ignore the process of writing, emphasizing instead only the finished products. The exercises and writing assignments in *Writing for College* enables students to start writing with success immediately by beginning with manageable tasks and by developing meaningful ideas.

Computer Exercises

Computers continue to have a profound impact on the modern world, and today's classroom is no exception. Many universities and colleges have or are planning to have classrooms in which students use computers not only as expensive typewriters but as integral learning tools.

While there is no standard CAI classroom, the exercises in *Writing for College* assume that information can be exchanged electronically, at least from the teacher to the student, and hopefully back again. Overhead projectors are also mentioned: this device is able to project the contents of the teacher's screen via an overhead projector so that all students can view the same screen. A "broadcast" function that puts the same screen on all computer screens could accomplish the same task.

Acknowledgments

This third edition of *Writing for College* is a result of advice and criticism from reviewers and readers of the second edition manuscript, and of a new partnership between coauthors who share a vision of what this text should be. We would like to express appreciation to Professor Al Krahn of Milwaukee Area Technical College for his contributions to the term paper chapter. Virginia Tiefel, head of undergraduate libraries at Ohio State University, generously supplied information about the search strategy explained in Chapter 11. Devin Milner and his staff at the San Diego Mesa College library were patient, enthusiastic, and willing to let us into the library when it was supposed to be closed.

We would also like to express our gratitude to our students at San Diego Mesa College, without whom there would be no book. We would like to single out J. R. Salazar and Anna Kalina for allowing their names to be used in connection with their writing, an act of bravery indeed.

Finally, it is our pleasure to again thank our wives—Mary and Cathy—both of whom are English teachers themselves. They are the ones who encourage, cajole, and inspire us daily.

Robert E. Yarber
Andrew J. Hoffman

I am happy to welcome Andrew J. Hoffman as coauthor of *Writing for College,* Third Edition. Andrew brings to this revision a thorough grounding in rhetorical theory as well as extensive practical classroom experience. More important, he understands the writing process and the needs of college writers. This revision has been immeasurably strengthened by his many insights and contributions.

R.E.Y.

Brief Contents

Preface		xxi
CHAPTER 1	*On Writing: A Preview*	1
CHAPTER 2	*Generating Ideas and Getting Started*	12
CHAPTER 3	*Writing Paragraphs*	27
CHAPTER 4	*Planning the Essay*	62
CHAPTER 5	*Shaping the Essay: Organizing Your Ideas*	85
CHAPTER 6	*Drafting the Essay: Six Patterns*	99
CHAPTER 7	*Revising and Editing the Essay*	140
CHAPTER 8	*Writing Effective Sentences*	160
CHAPTER 9	*Using the Right Word*	192
CHAPTER 10	*Writing the Persuasive Essay*	210
CHAPTER 11	*Writing the Term Paper*	237
CHAPTER 12	*Writing Essay Examinations, Business Letters, and Résumés*	295
A Handbook of Grammar and Graphics		320
APPENDIX A	*A Glossary of Usage*	354
APPENDIX B	*300 Writing Topics*	360
Index		365

Detailed Contents

PREFACE xxi

CHAPTER 1 *On Writing: A Preview* 1

Why Write? 2
How Is Writing Different from Speaking? 3
What Is Good Writing? 3
What Do Good Writers Do? 4
Writing: The Three Stages 5
Some Suggestions for This Semester 5
Read 6
Be Nosy About Words 6
Take Responsibility For Your Assignments 7
An Explanation of the Exercises in This Book 7
An Explanation of the Computer Exercises in This Book 7
Revising and Editing with a Word Processor 8
Exercise 1 9
Exercise 2 10
Exercise 3 11
Computer Exercise 11

CHAPTER 2 *Generating Ideas and Getting Started* 12

Keeping a Journal 13
Some Topics for Journal Entries 14
Freewriting 15
Exercise 1 16

Brainstorming 16
Exercise 2 17
Asking Questions 17
Narrative and Descriptive Writing 18
Writing a Personal Narrative 19
Exercise 3 21
Revision Checklist: Narrative Writing 22
Writing a Description 22
Exercise 4 24
Revision Checklist: Descriptive Writing 25
Computer Exercise 25

CHAPTER 3 ***Writing Paragraphs*** ***27***

Middle Paragraphs 28
The Topic Sentence 28
Exercise 1 30
Exercise 2 31
Exercise 3 32
Exercise 4 34
The Unified Paragraph 34
Exercise 5 37
Exercise 6 38
Coherence in the Paragraph 38
Coherence Through Order 39
Exercise 7 44
Coherence Through Linking Devises 45
Exercise 8 47
Developing Paragraphs 48
Strategies for Developing Paragraphs 50
Exercise 9 51
Exercise 10 51
Exercise 11 53
Exercise 12 54
Exercise 13 55
Exercise 14 56
Computer Exercise 56
Introductory and Concluding Paragraphs 57
Introductions 57

此为试读，需要完整PDF请访问：www.ertongbook.com

Conclusions 59
Computer Exercise 61

CHAPTER 4 ***Planning the Essay*** **62**

An Overview of the Essay 63
Starting the Essay 66
1. Choosing and Limiting a Topic 67
Choosing a Topic 68
Exercise 1 69
Limiting a Topic 69
Exercise 2 70
2. Determining Your Purpose and Audience 70
Purpose 71
Writing a Statement of Purpose 72
Exercise 3 73
Exercise 4 73
Audience 73
Exercise 5 75
Identifying Your Audience 76
Exercise 6 76
Exercise 7 77
Exercise 8 78
3. Gathering Material 78
4. Writing a Thesis Statement 79
Some Reminders When Writing Your Thesis Statement 81
Exercise 9 83
Exercise 10 83
Exercise 11 84
Computer Exercise 84

CHAPTER 5 ***Shaping the Essay: Organizing Your Ideas*** **85**

5. Organizing and Outlining Your Essay 86
Organizing Your Essay 86
Outlining Your Essay 86
Chronological Order 87

Spatial Order 90
Logical Order 93
A Review of Steps to Follow in Organizing and Outlining Your Essay 97
Exercise 1 97
Exercise 2 98
Computer Exercise 98

CHAPTER 6 ***Drafting the Essay: Six Patterns*** ***99***

6. Writing the First Draft 100
Selecting a Pattern 100
Exercise 1 102
Developing an Essay by Exemplification 103
Organizing the Essay Developed by Exemplification 103
Guidelines for Writing an Essay Developed by Exemplification 105
A Student-Written Essay Developed by Exemplification 106
Exercise 2 107
Exercise 3 108
Developing an Essay by Classification 108
Organizing the Essay Developed by Classification 110
Guidelines for Writing an Essay Developed by Classification 111
Exercise 4 111
A Student-Written Essay Developed by Classification 111
Exercise 5 113
Exercise 6 113
Developing an Essay by Comparison and Contrast 114
Organizing the Essay Developed by Comparison and Contrast 114
Object-by-Object 116
Point-by-Point 117
Exercise 7 118
Guidelines for Writing an Essay Developed by Comparison and Contrast 118
Exercise 8 119

A Student-Written Essay Developed by Comparison and Contrast 119
Exercise 9 120
Exercise 10 121
Developing an Essay by Process and Analysis 121
Organizing the Essay Developed by Process and Analysis 121
Guidelines for Writing an Essay Developed by Process and Analysis 123
A Student-Written Essay Developed by Process and Analysis 123
Exercise 11 125
Exercise 12 125
Exercise 13 126
Developing an Essay by Cause and Effect 126
Exercise 14 127
Organizing the Essay Developed by Cause and Effect. 128
Guidelines for Writing an Essay Developed by Cause and Effect 129
Two Student-Written Essays Developed by Cause and Effect 129
Exercise 15 132
Exercise 16 133
Developing an Essay by Definition 133
Exercise 17 133
Exercise 18 134
Organizing the Essay Developed by an Extended Definition 135
Exercise 19 136
Guidelines for Writing an Essay Developed by Definition 136
A Student-Written Essay Developed by Definition 136
Exercise 20 138
Exercise 21 138
Complete Exercise 138

CHAPTER 7 ***Revising and Editing the Essay*** **140**

7. Revising and Editing Your Essay 141
Hearing Your Essay 142

Revising for Content and Organization 143
Revision Checklist: First Reading 144
Revision Case Study: A Student Essay 144
The Title of Your Essay 152
Exercise 1 152
Revising for Style 152
Revision Checklist: Second Reading 153
Exercise 2 154
Editing Your Essay 155
Editing Checklist 156
Manuscript Form and Proofreading 156
Exercise 3 157
Computer Exercise 159

CHAPTER 8 ***Writing Effective Sentences*** ***160***

Conciseness 161
Redundancies 161
Unnecessary Words 162
Exercise 1 163
Exercise 2 164
Sentence Variety 165
Sentence Length 165
Exercise 3 167
Exercise 4 168
Word Order 168
Exercise 5 169
Loose and Periodic Sentences 170
Exercise 6 170
Sentence Imitation 171
Exercise 7 173
Emphasis 173
Coordination 174
Subordination 174
Exercise 8 176
Exercise 9 176
Parallelism 177
Exercise 10 177
Active and Passive Voice 178
Exercise 11 179
Exercise 12 180

Sentence Combining 180
Using Coordination to Combine Sentences 181
Exercise 13 181
Using Subordination to Combine Sentences 182
Exercise 14 183
Exercise 15 185
Exercise 16 187
Evaluating Your Sentence Combinations 188
Exercise 17 189
Exercise 18 190
Computer Exercise 190

CHAPTER 9 ***Using the Right Word*** ***192***

Abstract Words and Concrete Words 193
Exercise 1 194
Exercise 2 195
Denotation and Connotation 195
Exercise 3 197
Exercise 4 197
Exercise 5 198
Sexist Language 198
Clichés 199
Exercise 6 200
Euphemisms and Pretentious Writing 200
Exercise 7 202
Levels of Usage 203
Slang 204
Informal English 204
Standard English 204
Exercise 8 205
Exercise 9 206
Exercise 10 207
Exercise 11 207
Using Figures of Speech 207
Exercise 12 208
Computer Exercise 208

CHAPTER 10 ***Writing the Persuasive Essay*** **210**

The Assertion and the Persuasive Essay 211
Exercise 1 213
Exercise 2 213
Computer Exercise 214
The Audience for the Persuasive Essay 214
Exercise 3 215
Supporting Your Assertion 215
Rational Appeals 215
Ethical Appeals 217
Emotional Appeals 218
Moving from Evidence to Conclusion: Inductive and Deductive Reasoning 219
Inductive Reasoning 220
Inductive Reasoning and the Persuasive Essay 221
Deductive Reasoning 222
Deductive Reasoning and the Persuasive Essay 223
Strengthening Your Argument by Avoiding Logical Fallacies 225
Strengthening Your Argument by Confronting the Opposition 227
Exercise 4 228
Organizing the Persuasive Essay 229
Introduction 229
Assertion 230
Concession and Rebuttal 230
Proof 230
Conclusion 231
The Traits of an Effective Persuasive Essay 231
Student Essay 231
Exercise 5 235
Revision Checklist: The Persuasive Essay 235
Computer Exercise 236

CHAPTER 11 ***Writing the Term Paper*** **237**

What Is the Term Paper? 238
The Benefits of the Term Paper 238

此为试读，需要完整PDF请访问：www.ertongbook.com