THIRD EDITION

# Writing Voyage

An Integrated, Process Approach to Basic Writing



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An Integrated, Process Approach to Basic Writing

Thomas E. Tyner

KINGS RIVER COLLEGE

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## Preface

The purpose of this text is to provide an integrated writing experience for students of basic writing. Textbooks often isolate basic elements of writing from the developmental process itself. Students are left with a fragmented approach to writing, in which connections between textbook work and real writing are difficult to see.

Writing Voyage, Third Edition, works these writing elements into the process so that students can see the significance of sentence structure, grammar, punctuation, and spelling as they apply to developing an essay. Students learn what elements of writing are most important at each stage of the writing process, and they understand that a mastery of grammar and mechanics is a necessary means to a valued end: the effective communication of the writer's ideas.

The following eight features help make this Writing Voyage an effective basic writing text.

#### **Focus on Process**

In each unit, students are taken through the process of prewriting, drafting, revising, and proofreading their papers. The text emphasizes that writing is a process that develops in stages, and each unit carefully leads students through these stages until an effective final draft evolves. As students progress through the book, they are allowed great flexibility in tailoring the process to their own needs and preferences. By the book's end, they are encouraged to use their own process

without losing sight of the basic elements of composition crucial to effective writing.

## **Essay Development**

Students move from writing paragraphs in the first unit to writing complete essays in subsequent units. Paragraph coverage in Unit 1 is thorough, including work with topic sentences, primary and secondary development, organization, wording of transitions, and different types of paragraphing in addition to topic-sentence-directed models. By Unit 2 students are ready to apply their paragraphing skills to essays, and the emphasis shifts from the individual paragraph to the role of paragraphs within an essay, including openings and conclusions. As students progress through the units, they learn to write thesis-directed papers and to apply different organizational and development strategies.

## **Rotating Format**

Writing texts frequently introduce a subject in one unit and then virtually abandon it. From my teaching experience, students who have been taught subject-verb agreement in the first unit may have forgotten what they learned by the third or fourth unit unless the topic has been regularly reinforced. Therefore, this text is designed so the basic elements of writing — prewriting, audience/purpose, consideration, paragraphing, sentence structure, grammar, punctuation, and spelling — are covered in every unit. For example, students are introduced to problems with run-on sentences and fragments in Unit 1, and they continue to work with them in every unit, albeit with increasing structural complexities. Many students in basic writing courses have problems that cannot be solved with the traditional block-coverage textbook approach. Writing Voyage provides reinforcement of basic writing skills throughout every unit of the book.

## **Emphasis on Writing**

Assuming that students cannot learn to write well without writing often, the text provides constant writing opportunities: free writing, drafting essays, paragraph writing, copying exercises, sentence combining exercises, and a variety of sentence writing activities. In addition to the basic writing assignments that students take through the developmental process in each unit, there are numerous shorter writing assignments, each emphasizing a particular aspect of the process. Most of these assignments are light in nature and require some invention by students.

## Student Writing Samples

Throughout the text, students will find nonprofessional writing samples that are related to the kinds of writing they are doing. The writing samples are interesting to read, provide realistic models for students, and supply material to be analyzed from a number of angles: thesis development, purpose, audience consideration,

organization, paragraphing, style, originality, and overall effectiveness. Each unit also contains first draft writing samples on which students can sharpen their revising skills. Throughout the text, students will be able to analyze and learn from the essays of other writers.

## Integrated Skills

The basic structural elements of writing — paragraphing, sentence structure, grammar, punctuation, and spelling — are integrated within the writing process in each unit. For example, as students work on activities for developing sentence variety in a particular unit, they are simultaneously revising their papers to improve their sentences. Later in the same unit when they are doing exercises on subject-verb agreement, they are proofreading their drafts for verb-ending problems. There is always a direct relationship between the skill covered and its function within the writing process. Students learn when to apply these skills in the drafting process and why they are important to the final outcome.

#### Peer Editing

Often students share their writing with no one but their instructor. This text is designed for students to share their writing with their classmates at each step in the process. They have a built-in audience to consider, and they develop their critiquing and revising skills by helping other writers. Students learn to view writing as a shared communication rather than a "please the teacher" assignment, and they see the effects that their ideas can have on readers.

## Selected Readings

A selection of essays by professional writers is included at the end of each unit. The readings and subsequent "Questions for Analysis" sections are tied in with the writing emphasis for that unit. These essays serve as models for structural and content analysis, provide a link between the related skills of writing and reading, and offer additional reading experiences that will benefit most students.

Textbooks often spend as much time on minor matters as on crucial ones. Before this book was written, I analyzed a wide range of papers written by college students in basic writing courses. From this study came a quantified list of the most serious problems students had in their writing. This text concentrates on those problem areas and by necessity omits areas of less concern. For example, students frequently make pronoun errors with compound subjects, but they seldom make pronoun errors with single subjects. Students also have fewer problems with the correct object pronoun forms. Therefore, the text concentrates on pronouns in compound subjects as a proofreading consideration in the drafting process. Because of the comprehensiveness of the text, selections had to be made in every section, and that is included in the text addresses the most serious and common problems shared by students in basic writing courses.

## Acknowledgments

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Thomas E. Tyner



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