

A scenic view of a snow-covered canyon with prominent red rock formations and evergreen trees. The canyon walls are layered with red rock, and the ground is covered in snow. The lighting is warm, suggesting a sunset or sunrise. The title "OPTIONS FOR READING AND WRITING" is overlaid on a dark rectangular background in the upper left corner.

OPTIONS FOR READING AND WRITING

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Options for Reading and Writing

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To the Instructor

Options for Reading and Writing is a text for students who need experience and guidance in writing well-developed essays—not just sentences and paragraphs. The instruction is based on the premises that reading and writing go together and that students write better when they know how to read carefully and critically. The book contains three sections.

Part I opens with an overview of the complementary processes of reading and writing.

Chapter 1 provides instruction in *active reading* skills: previewing a text, making predictions, marking a text, and summarizing and outlining after reading.

Chapter 2 examines the complete *writing process* using a sample student paper to illustrate finding ideas, planning and producing a draft, revising the draft, and editing the final product.

Chapters 3 through 14 build on the connection between reading and writing. Each chapter involves responding to a sample reading. The readings have been chosen to demonstrate effective writing strategies as well as to engage students' interest. Students plan and develop a *Starting Point Essay*; then they revise and edit it. The prewriting, planning, revising, and editing activities change in each chapter: the instruction and exercises relate to the specific rhetorical focus of the Starting Point Essay. Chapters 9 and 10 include visual aids to further prompt student writing.

Part I progresses from the fairly simple to the more challenging. The reading and writing assignments move from personal expression to exposition and persuasion. These assignments reflect tasks in academic writing and

draw on real-world topics that should appeal to a wide range of students, including returning adults.

Chapters 3 through 14 include two additional features: suggestions for *Further Writing*, which extend and reinforce the writing skills focused on in the Starting Point Essay; and a *Further Reading*, which can be used to supplement or replace the primary reading.

Part II provides concise instruction (reinforced with exercises) on the elements of grammar, mechanics, punctuation, and usage that are essential to clear, correct writing. There is a minimum of grammatical terminology in the explanations, and the 101 exercises ask students to perform a variety of tasks—identifying and correcting errors, completing sentences, composing original sentences, and editing whole passages. Instructors can assign the material in **Part II** to supplement the revising and editing assignments of **Part I**, or they can individualize instruction by assigning appropriate sections to students who need additional work on sentence-level skills.

Part III offers instruction on a topic frequently denied to inexperienced writers: matters of style. This section contains guidance and practice in using sentence combining and sentence imitation to achieve variety and emphasis.

Options for Reading and Writing offers a theoretically sound, comprehensive program for teaching composition. The presentation is lively and accessible; the instruction is clear and understandable. The readings are engaging and none is above the ninth grade level. Although the sequence of assignments in **Part I** is designed to meet the needs of a typical one-semester course, the book contains enough supplemental material to sustain two semesters of writing instruction.

We want to thank our friends and colleagues Michele Finley, Linda Coleman, Deborah Wilson, and Scott DeWitt for their support and advice. We are especially grateful to our students at Illinois State University and Eastern Illinois University who supplied sample papers and tested the exercises. We also benefitted from the many helpful suggestions of our reviewers: Barbara Beauchamp, County College of Morris; Sara M. Blake, El Camino College; Toni Empringham, El Camino College; Martha French, Fairmont State College; Maureen Hogan O'Brien, Springfield Technical Community College; Ronald D. Illingsworth, University of Alaska, Fairbanks; Gayle C. Manchin, Fairmont State College; Lori J. Nielsen, Des Moines Area Community College; Janice Rowan Poley, Glassboro State College; Carol Wershoven, Palm Beach Junior College; and Linda White, Stephen F. Austin State University. Special thanks goes to our editor, Barbara Heinsen, for her steady encouragement and expert guidance, and to Katherine Evancie, our production supervisor, for the care and attention she gave to this project. Finally, we must, of course, thank Bill Weber, David X Lee, and Dan LeSeure. They know why.

R. F.
S. D.
E. M.

To the Student

PART I—EFFECTIVE READING AND WRITING

This text allows you to integrate your reading and writing, thus sharpening both sets of skills.

The Introduction: Chapters 1 and 2. We begin in Chapter 1 by enabling you to become an *active reader*, a reader who puts a good deal into the text being read—and thus gets a good deal out of it in return. We then show you in Chapter 2 how an active reader becomes an *active writer*. Using a topic from the first reading in the book, we take you through the *writing process* with a student who responded to that topic. You will see examples from that student's work illustrating every phase of the process.

The Chapter Patterns: Chapters 3 through 14. Each remaining chapter in Part I follows a pattern designed to take you through the reading and writing processes as you compose a finished essay. Each chapter begins with a *reading assignment* followed by a *writing assignment* that depends on your grasp of the reading. To help you with that grasp, you will find a *Comprehension Check* after each reading—questions designed to explain and clarify main points in the reading. Then you will write a first draft of an essay on a topic derived from or responding to the reading. The remainder of each chapter is arranged this way:

Revising Sections. This section takes you into the *revising* process, where you will examine that first draft—often with the help of fellow classmates—to see how the writing can be improved. You will be asked

in each chapter to concentrate on some element of the essay (such as organization, examples, and transitions) as a means of improving the whole paper. The aim is to cultivate the *revising habit*, to make revising an essential part of your writing process.

Editing Sections. Most chapters next include an *editing* section to help you discover and correct errors in your writing. A good writer is a good editor—meaning you need to learn to examine and improve each sentence. The editing sections, like the revising sections, focus on a different problem in each chapter. Here the aim is to get you into the *editing habit*, to make editing an essential part of your writing process.

Further Writing Sections. In case you need, or want, more practice in the skills that are being focused on in the chapter, the Further Writing sections that come next contain additional instruction as well as suggestions for additional writing.

Further Reading Selections. As an alternative to the reading at the beginning of each chapter, you will find another at the end. With your instructor's permission, you can substitute this second reading for the first one; or if you have time, you can use the second one as a supplement and study both readings.

PART II—EDITING SKILLS

Part II provides a handbook that will help you learn to correct the most common writing errors. The 16 sections here provide clear and concise rules for correctness in writing, with numerous examples and plenty of exercises to let you practice your skills. Your instructor may assign these sections, or you may need to study certain sections on your own when you find errors marked in your writing.

PART III—SENTENCE OPTIONS

Part III offers advice for improving your style. These explanations (and the practice exercises) will help you make your writing smooth, clear, and forceful. You will learn how to emphasize ideas by the way you arrange the parts of a sentence, even by the way you punctuate a sentence. Through sentence combining and sentence imitation, you can learn to write impressive sentences worthy of your ideas. Your instructor may assign sections from Part III, or you may experiment with these helpful exercises on your own.

R. F.
S. D.
E. M.

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