

TENTH EDITION

英语写作
原版影印
系列丛书

Steps to Writing Well

成功写作入门

(第10版)



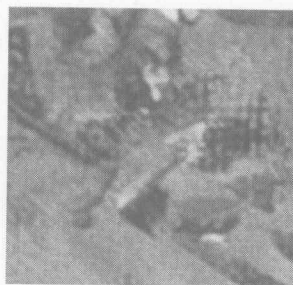
Jean Wyrick

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Tenth
Edition



Steps to Writing Well

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Steps to Writing Well (Tenth Edition)

Jean Wyrick

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总序

北京大学出版社2008年最新引进了一套国外畅销的《英语写作原版影印系列丛书》，并邀请我为这套丛书写序，谈谈我对英语写作教学与研究的一些认识。我仔细翻阅后，觉得这套书特色十分鲜明，其中有几本再版达十次以上，经久不衰，非常乐意在此推荐给我国的广大读者。

在经济全球化和网络高度发达的今天，学好英语已变得十分重要，英语口语与书面语的表达能力已逐渐成为当今的核心竞争力之一，从第二语言学习的社会文化观看，能否流利地运用外语进行口头或书面交流已直接关系到学生的就业和未来发展。中国的英语写作教学有许多问题需要深入探讨，引进国外优秀的英语写作教学与研究成果，对于更新我国的英语写作教学观念和方法，改革当前的英语写作教学具有重要意义。

一、国内外二语写作研究概览

第二语言写作的教学与研究在国际上一直受到重视，国外的写作教学研究十分活跃，以美国为例，美国普度（PURDUE）大学每年定期召开二语写作学术研讨会，2008年6月6—7日召开的第7届写作年会的主题是：外语写作教学：原理与实践。二语写作拥有自己的研究队伍、研究机构、学术期刊。概括起来，国际二语写作研究集中在四个领域：（1）写作过程研究，重点关注认知操作模型、写作构思策略、学习者的个体差异以及写作过程的阶段性变化；（2）写作结果研究，采用文本分析、错误分析、对比分析、对比修辞分析、语料分析等方法；（3）写作社会文化因素研究，影响写作的社会结构、语域知识、动机和需求等因素；（4）写作教学研究，如教学过程、学习策略、语言水平发展、课堂教学环节、写作测试、网络写作课件开发等。国际二语写作研究近期关注四个热点：（1）批评对比修辞学，（2）母语写作迁移，（3）写作教师教育，（4）计算机辅助写作与研究。

我国的英语写作教学与研究历史较长，近年来发展迅速，据不完全统计，从2003—2007年，国内的外语类核心期刊上发表的英语写作研究的论文就有一百多篇；出版的学术著作主要有：

1. 《英语写作研究》(文秋芳、王立非, 2003)
2. 《以写促学: 英语写长法的理念与操作》(郑超等, 2003)
3. 《汉语语文能力向英语写作的迁移的路径与理据》(王立非, 2004)
4. 《影响二语写作的语言因素研究》(马广惠, 2004)
5. 《母语思维与英语写作》(王文宇, 2004)

6. 《英语写作认知心理研究》(王俊菊, 2005)

7. 《英语写作教学与研究的中国视角》(王立非、张佐成, 2008)

英语写作的专题学术研讨会发起于2003年, 先后在广州、西外、武汉大学、对外经贸大学、贵州大学召开, 每次会议主题各有侧重, 关注我国写作中的热点问题, 每次会议都出版了文集。中国英语教学研究会还接受申请, 成立了英语写作教学专业委员会, 34所高校成为常务理事单位, 会员近百人。我国的英语写作研究的特点是: (1) 英语写作研究呈逐年上升趋势; (2) 关注英语写作篇章结构、影响写作的因素、写作教学法、写作评估与测试, 写作与相关课程或学科的关系、写作语用以及写作错误等; (3) 实证研究正逐步增加; (4) 研究开始从对客体转向对主体的研究; (5) 开始借助语料库研究写作。我国学生的英语写作特点是: (1) 学生写作依靠母语思维, 母语思维参与二语写作的全过程, 母语在二语写作中正面和负面影响都有; (2) 学生写作句法单调, 过度使用某些词汇, 表现出较强的口语文体特征, 语篇模式受母语思维影响特征显著, 语体意识不强; (3) 二语水平、母语写作能力、写作任务与条件、写作练习频率、情感等因素对二语写作的质和量影响大。

二、写作理论与教学的发展

西方的写作理论经历了一个从“写作结果论”到“写作过程论”再到“元认知论”和“社会认知论”的不断发展阶段, 多年来, 东西方学者试图从内在和外在等不同视角去理解和解释写作这一十分复杂的思维活动。就外在而言, 写作教学“支架”理论(scaffolding)从维果斯基的“最近发展区域”理论出发, 强调写作教学要辅助以教师、教材、范文等, 分阶段和分解写作任务, 逐步让学生脱离辅助的“支架”, 独立写作。写作教学语域理论根据韩礼德的功能语言学理论, 强调语境知识的作用以及写作语场、语旨、语式三要素。语场决定写作以共核词汇及结构为主; 语式决定写作的口头语和书面语的差异; 语旨决定写作的语气和态度。Bhatia等人的体裁(genre)理论认为: (1) 体裁是一种可辨认的交际事件; (2) 体裁是一种内部结构特征鲜明、高度约定俗

成的交际事件；(3)建构语篇必须受到某种特定体裁要求的制约；(4)作者可在体裁规定的框架内传达个人的意图或交际目的。一些学者从社会认知的视角看待二语写作，并提出写作教学的社会认知模式，确定了写作中作者、主题以及读者三者之间的动态交互关系，将写作过程看成一个循环的非线性过程和劝说活动。就内在而言，写作过程论强调写作是一个发现意义的过程，包含不同的阶段，各阶段又相互联系和交错。Flavell等人提出了元认知写作理论，强调元认知从主体知识、任务知识和策略知识三方面对写作认知活动进行调控。这个理论对理解母语和二语写作认知模式、评估二语写作者的元认知发展和分析二语写作知识具有重要意义。

三、英语写作教材的问题与对策

我国的英语写作教材在改革开放后出现了空前繁荣的景象，取得了显著的成绩，据不完全统计，共涵盖6大类：(a)英语专业，(b)大学英语，(c)研究生英语，(d)ESP英语，(e)考试英语，(d)自学辅导英语。

目前国内已出版大量的本科英语写作教材，以及(1)研究生写作教材2套；(2)专升本写作教材1套；(3)写作考试辅导书2套；(4)全国公共英语等级考试写作辅导书2套。我国已出版的写作教材的总体特点是：(1)模仿西方写作理论较多，关注思维发展不够；(2)英语专业写作教材约占28%，集中于普通英语写作，而ESP英语写作(如商务英语写作、法律英语写作、金融英语写作、科技英语写作、旅游英语写作、医学英语写作等)不平衡；(3)针对大学英语写作的教材只占4.7%，四、六级写作考试辅导教材占38.9%。

针对目前的写作教材现状，我们应采取以下几个对策：

(1) 全面评估现有写作教材

我们应组织专家对现有的主要教材进行评估，对编写原则、教学对象、目标、计划、内容、教学法、教学条件等方面分析，保留一些高质量的教材，对一些教材进行局部改造。

(2) 引进一批高水平原版教材

组织专家对外国高质量的写作教材进行筛选，引进一批经典教材，通过这些教材的编写思想，学习国际先进的写作教学方法，在这方面，北大出版社带了好头。

(3) 编写立体化的英语写作教材

充分利用先进的教育理念和现代化教育技术，从目的性、科学性、先进性

和知识服务的完备性等入手,建设英语写作资源库,开发网络写作课程和教材,创建写作学习中心,大力发展计算机辅助英语写作评测,全面支持信息技术与课程整合。

四、今后关注的重点

今后关注的重点应集中几个问题上:

- (1) 深刻认识二语写作的认知思维过程,关注学生英文写作中的构思、成文、修改策略。
- (2) 探索影响二语写作能力发展的因素。
- (3) 改革二语写作教学方法,使国外先进的写作教学方法本土化,特别关注计算机多媒体在写作教学中的应用。
- (4) 研究大规模写作测试的评分信度与效度,加强研制电脑评分系统。
- (5) 加强写作教材开发等。

本套教材首批出版8本,邀请了部分专家撰写中文导读,对教材的作者、特色、使用对象和方法介绍,就各章节主要内容进行简述,具体如下:

- 《公司管理写作策略》(王立非导读)
- 《数字时代写作研究策略》(程晓堂导读)
- 《分析性写作》(张佐成导读)
- 《实用写作》(严明导读)
- 《成功写作入门》(战菊导读)
- 《跨课程论文写作》(许德金导读)
- 《毕业论文写作与发表》(王俊菊导读)
- 《学术论文写作手册》(苏刚导读)

本套丛书可供全国大专院校的学生、社会读者和写作爱好者学习英语写作使用,也可以作为英语写作教师开设写作课的参考书。

对外经济贸易大学英语学院院长

教授、博士生导师

王立非
2008年5月于北京

(1) 作者简介

Jean Wyrick 是美国科罗拉多州立大学的荣誉退休教授，曾任该校写作教研部主任11年之久。她有丰富的教学经验，在近30年的教学生涯中，主讲过本科英语写作课、培训过英语写作教师并担任多项写作研究项目的负责人。此外，她还著有“The Rinehart Reader”和“Discovering Ideas”等著作。她曾发表了二十多篇关于写作和美国文学方面的论文。目前她研究的主要内容包括19世纪晚期和20世纪初的美国小说、美国研究以及妇女研究。她出版的三本大学写作教材都曾多次再版。

《成功写作入门》于1979年首次出版，已再版十次，盛销不衰。本书内容丰富，与写作相关的概念和步骤，都佐以具体事例进行清晰明了的讲解。作者熟悉和了解当代大学生，以其为背景的素材，信手拈来。作者引导读者循序渐进地进行学习和练习英语写作。书中大量的学生习作和专家范文相得益彰。每章后的练习和作业都与正文内容相匹配，帮助教师及时检查学生是否掌握了所学内容。

传统的大学写作课程、教材或写作手册往往枯燥、生硬、充满了条条框框，令学生望而生畏，本书作者则文笔流畅，语调风趣、幽默，循循善诱，对所讲内容深入浅出，娓娓道来，引人入胜。此外，本书版面设计新颖，精选的图片有助于学生放松心情，活跃思维，激发他们写作的愿望与创作的激情。

(3) 使用对象与方法 适用于小学高年级学生。参照《陈鹤琴幼稚园课程》中关于自然观察的内容。

本书无论是对写作教师还是英语写作初学者都是一本难得的好教材。书中的短文一般在500—800字之间，简练有趣。教师可以选它做写作课的教材，时

间以一学期为宜。本书以学生为中心,也可用作自学写作的入门教材。

二、本书内容

本书共有22章,分为四部分。

第一部分 文章的基本要素 (第1-8章)

第一部分主要是让学生了解英语短文的写作过程。

第一章 构思

讲授了落笔写作前要做的准备工作,包括明确写作态度及如何选题。写作旨在与他人交流,作者为学生详尽讲解了如何达到写作目的和紧扣主题。她还教学生如何养成写日记的好习惯,并练习写作各种有趣、轻松的话题来提高自己的写作水平。学生写作时要心中有读者,这样写出的文章才能吸引读者,达到交流的目的。

第二章 主题陈述 (Thesis Statement)

首先阐述了主题构思 (Working Thesis) 的作用,并且勾勒出了好的主题陈述的标准。作者还讲解了如何使用思路图 (Essay Map) 来布局谋篇,展开文中的各个段落。

第三章 正文段落

详细讲解了正文段落展开的具体要求,即突出主题、紧扣主题、段落内容一致、段落间连贯并顺理成章、细节详实等。作者援引了40多篇学生作文中的段落,展现这些习作的优缺点。

第四章 开篇与结尾

重点讲解如何写好开篇、结尾和标题以及在写作实践中避免常见错误。

第五章 草稿与修改:创造性思维与评判性思维

集中探讨了文章修改的过程。大多数学生把修改文章误认为是校对,作者强调好文章都是改出来的。修改文章是写作的基本活动,写作不能一蹴而就,是一个“循环往复”的过程。本章还讲授了如何分析和审视自己与他人的观点,强调写文章需要作者的评判性思维。作者还建议学生开展“互帮互学”小组活动 (Peer Workshops)。通过对一篇学生习作的点评,作者讲解了怎样通过讨论发现问题并修改文章的草稿。本章还附有一些具体建议,帮助学生开拓写作思

路。

第六章 句子写作技巧

强调句子要写的清晰明了、言简意赅、形象生动。这一章还附有近150个例句，具体示范句子写作技巧。此外，还专门讲解了如何修改那些词不达意且支离破碎的“句子”。

第七章 遣词造句

讲解在写作过程中如何选择准确恰当的词语，使文章的描述形象具体并且具有说服力。本章还提到了要避免使用性别歧视词语和“八股文”。

第八章 读写结合

强调阅读对写作的重要作用。阅读理解能力有助于提高写作水平。这一章还指导学生如何有步骤地阅读并研究各种文体的修辞风格。作者还指导学生如何记读书笔记、写摘要等。还有一节专门教授学生怎样参加课堂讨论、如何提高阅读理解能力。

第一部分的每一章都有范文和练习。通过做练习，教师能及时检查学生对所学内容掌握的情况。书中作业和课堂教学活动，重在培养学生“互学互教”（Peer Teaching）的能力。“学以致用、练习写作”中的练习分为三个步骤：1）认真阅读写作内容，包括概念和写作技巧等；2）练习所学内容；3）在写作实践中应用所学内容。每章后面的小结帮助学生复习所学内容的要点。

第二部分 写作目的、模式与策略（9-13章）

第二部分讨论了一些常用文体的写作，包括说明文、议论文、描述文和记叙文。每一章都包括以下内容：1）写作模式和策略的概念及其定义，并用熟悉的具体事例进行讲解；2）写好某一文体短文的具体建议；3）常见问题提示；4）作文选题参考练习；5）选题思路；6）学生习作举例；7）范文阅读练习；8）草稿修改对照一览表；9）写作学习进展考核表。其中，作文选题练习参考题目采用了一些图片做题签，即“看图作文”。

第二部分采用了17篇学生习作。这些习作能激发学生写作的热情，教师还可以向学生展示怎样修改和完善这些文章。另外22篇范文用做课堂讨论及展现各种文体的写作策略。

第九章 说明文

讨论了说明文的常见写作策略,即举例、过程描述、比较和对比、定义、分门别类以及因果分析。本章以两篇范文为例,讲解了说明文中常见的两种结构。

第十章 议论文

讨论了议论文的写作策略。其中包括一组不同观点的文章为范文,讲授如何使用修辞手法与详实论据来论证和支撑文章的观点。

第十一章 描述文

列举了一些描述人物、地点及常见事物的文章。

第十二章 记叙文

重点讲述了记叙文的写作方法。后两章都配有图片,以便学生更好地理解和学会准确、形象、生动地描述人物和事件。

第十三章 综合使用写作技巧

尽管每一章讲授一种写作技巧,但事实上,有经验的作者会根据不同的写作目的,综合使用这些写作技巧。

第三部分 特殊写作任务 (14-19章)

写作课教师可以根据实际情况灵活地进行课程设计,如增设论文写作、文学作品赏析、商务信函写作等内容。新版《成功写作入门》还提供了便于网上使用的电子数据库InfoTrac College Edition,通过它可以搜索到很多杂志、期刊和报纸上刊登的文章全文。为了给学生讲解如何收集资料文献,本书还增加了研究方法,如指导学生设计调查问卷等。

第十四章 写调研报告 (Writing a Paper Using Research)

讲授如何切题、收集文献资料的各种方式与渠道、筛选数据、避免雷同和抄袭,并把所收集到的资料整理成文。

第十五章 课堂写作:考试和“回应”文章

要完成各种形式的课堂写作任务,学生必须学会迅速明确写作任务并准确无误地审题。帮助学生在限定时间内成功地完成写作任务并减少学生的焦虑。

目前很多写作课程都涉及“概述—回应”式的写作，入学分班考试和结业考试也包括这类文体，本章讨论了这方面的写作技巧并附有学生习作。

第十六章 文学评论

学生以文学作品为话题写各类作文，还可以写文学评论。无论写什么，学生要学会运用多种技巧进行写作。本章节附有注解的诗歌和短篇小说以及两篇学生习作。另外还有一些不带注解的诗歌和散文供学生课堂讨论和练习。

第十七章 图表写作

鼓励学生以绘画、照片和雕塑为话题，通过讨论和写作学会评判性思维，提高写作水平。这一章以Edward Hopper的油画Nighthawks为题的学生习作展示了学生从写作之前的笔记到最后落笔成文的整个写作过程。

第十八章 影评

学生以电影为话题，使用各种技巧练习写作。

第十九章 实用文体写作 (Writing in the World of Work)

帮助学生写作商务信函、办公备忘录、电子邮件和简历。

第四部分 写作简明手册 (20-22章)

写作简明手册包括常见语法、标点和用词错误。对于每个错误作者都用简洁的语言予以解释和说明。

三、推荐参考书

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5. Barnet, S., Bellanca, P., Stubbs, M. 2002, *A Short Guide to College Writing*, Penguin Academics.
6. Hacker, Diana, 2006, *A Writer's Reference* (6th Edition), Bedford/St. Martin's.

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教授

To the Teacher



The tenth edition of *Steps to Writing Well* has been written for teachers of composition who have had trouble finding a textbook that students can easily understand. Too many books on today's market, these teachers rightfully complain, are still unnecessarily complex, dry, or massive for the majority of students. Written simply, in an informal style and addressed to the student, this textbook offers a step-by-step guide to writing a variety of 500-to-800-word essays. The combination of concise, practical advice, a number of student and professional samples, and a brief handbook should provide more than enough helpful information for students enrolled in a one-semester course, without intimidating them. Teachers of this new edition may appreciate the book's four-color design and additional artwork, including fifty paintings and photographs, many used as writing prompts for today's visually oriented students.

Although many parts of the book have been revised or expanded for this edition, its organization remains essentially the same. Part One offers advice on "The Basics of the Short Essay"; Part Two discusses "Purposes, Modes, and Strategies"; Part Three focuses on "Special Assignments"; and Part Four presents "A Concise Handbook." This textbook still begins with the essay "To the Student," which not only argues that students can learn to write better with practice and dedication but also gives them a number of practical reasons why they *should* learn to write better.

Part One, containing eight chapters, moves students through the process of writing the short essay. Chapter 1, on prewriting, stresses finding the proper attitude ("the desire to communicate") and presents helpful suggestions for selecting a subject. This chapter then offers students ten methods for finding a significant purpose and focus for their essays. In addition, a section on using the journal explains more than a dozen ways that students may improve their skills by writing a variety of nonthreatening—and even playful—assignments. The section on audience, including new exercises addressing the appeals of advertising, should also help student writers identify their particular readers and communicate more effectively with them. After finding a topic and identifying their audience, students are ready for Chapter 2, devoted almost entirely to a discussion of the thesis statement. This chapter first explains the role of the "working thesis" in early drafts and then clearly outlines what a good thesis is and isn't by presenting a host of examples to illustrate the advice. Also included in this chapter is an explanation of the "essay map," an organizational tool that can help students structure their essays and plan their body paragraphs.

Chapter 3 discusses in detail the requirements of good body paragraphs: topic sentences, unity, order and coherence, adequate development, use of specific detail, and logical sequence. Over forty paragraphs illustrate both strengths and weaknesses of student writing. These paragraphs are not complex literary or professional excerpts but rather well-designed, precise examples of the principles under examination, written on subjects students can understand and appreciate. This chapter twice provides the opportunity for students to see how a topic may progress from a working thesis statement to an informal essay outline, which in turn helps produce well-developed paragraphs in the body of an essay. To complete the overview of the short essay, Chapter 4 explains, through an expanded number of samples, the creation of good introductions, conclusions, and titles.



Chapter 5, "Drafting and Revising: Creative Thinking, Critical Thinking," focuses on the revision process. Because too many students still think of revision as merely proof-reading their essays rather than as an essential, recursive activity, this chapter emphasizes the importance of revision in all good writing. These pages offer a system for revising drafts in stages, including a discussion of drafting and revising on a word processor. A section on critical thinking shows students how to analyze and evaluate their ideas and those of others and stresses the role of critical thinking skills in the selection of evidence for all writing assignments. Chapter 5 also offers advice for participants in "peer workshops" (instructors may also find useful advice on organizing effective peer workshops in the Instructor's Manual for this edition). Also included in this chapter is a student essay, annotated to show how a writer (or a workshop partner) might use the questions suggested in the discussion of the revision process. This chapter ends with a list of suggestions for beating Writer's Block.



Chapter 6, on effective sentences, emphasizes the importance of clarity, conciseness, and vividness, with nearly one hundred and fifty sample sentences illustrating the chapter's advice. A new section on fragments offers help resolving this common problem. Chapter 7, on word choice, presents practical suggestions for selecting accurate, appropriate words that are specific, memorable, and persuasive. This chapter also contains sections on avoiding sexist language and "bureaucratese." Chapter 8, "The Reading-Writing Connection," maintains that by learning to read analytically, students can improve their own writing skills. The chapter contains step-by-step directions for reading and annotating essays and suggests many ways students may profit from studying the rhetorical choices of other writers. A professional essay, annotated according to these steps, is included, as well as guidance for writing summaries of reading selections. Another section offers students suggestions for effective participation in class discussions, with advice for improving comprehension and note-taking skills. Teachers may wish to assign this chapter before asking students to read the professional essays that appear throughout this textbook.

Each chapter in Part One contains samples and exercises, many new to this edition. As in the previous editions, the "Practicing What You've Learned" exercises follow each major section in each chapter so that both teacher and students may quickly discover if particular material needs additional attention. Moreover, by conquering small steps in the writing process, one at a time, students should feel more confident and should learn more rapidly. Assignments, which also follow each major section in these chapters, suggest class activities and frequently emphasize "peer teaching," a useful method that asks students to prepare appropriate exercises for classmates and then to evaluate the results. Such assignments, operating under the premise that "you don't truly learn a subject until you teach it," provide engaging classroom activity for all the students and also remove from the teacher some of the burden of creating exercises.

Throughout the chapters in Part One, activities called “Applying What You’ve Learned to *Your Writing*” follow the exercises and assignments. Each of these activities encourages students to “follow through” by incorporating into a current draft the skill they have just read about and practiced. By following a three-step procedure—reading the advice in the text, practicing the advice through the exercises, and then applying the advice directly to their own prose—students should improve their writing processes. In addition, each of the chapters in Part One concludes with a summary, designed to help students review the important points in the material under study.

Part Two presents discussion of the kinds of essays students are most often asked to write. Chapter 9, on exposition, is divided into separate discussions of the expository strategies: example, process, comparison/contrast, definition, division and classification, and causal analysis. Discussions in Chapter 9 and the chapters on argument, description, and narration follow a similar format by offering the students (a) a clear definition of the mode (or strategy), explained with familiar examples; (b) practical advice on developing each essay; (c) warnings about common problems; (d) suggested essay topics; (e) a topic proposal sheet; (f) sample student essay(s) with marginal notes; (g) professional essay(s) followed by questions on content, structure, and style, writing suggestions, and a vocabulary list; (h) a revision worksheet to guide student writers through their rough drafts; and (i) progress report. In the lists of suggested essay topics, each #20 offers one or more of the pictures in this book as a writing prompt. Teachers may now choose from an expanded selection of paintings, photographs and advertisements to encourage thoughtful essays organized in a variety of ways.

The seventeen student essays in this text should encourage student writers by showing them that others in their situation can indeed compose organized, well-developed essays. The student essays that appear here are not perfect; consequently, teachers may use them in class to generate suggestions for still more revision. The twenty-two professional readings were also selected to spur class discussion and to illustrate the rhetorical principles presented throughout the text. (The process analysis and comparison/contrast sections of Chapter 9 contain two professional essays so that students may see examples of two commonly used methods of organization; both division and classification are also illustrated by professional writing.) Those professional readings most popular with the users of the last edition have been retained; eight selections are new to this edition.

Chapter 10 discusses the argumentative essay, presenting a new pair of professional essays with opposing views and new advertisements, selected to help students analyze rhetorical appeals and supporting evidence. Chapters 11 and 12, on writing description and narration, may be assigned prior to the expository strategies or may be used as supplementary material for any kind of writing incorporating descriptive language or extended example. Chapter 11 presents essays that illustrate description of a person, a place, and a common object. Both chapters contain visual art designed to help students understand the importance of vivid details in support of a dominant effect.

Although this text shows students how to master individual rhetorical strategies, one essay at a time, experienced writers often choose a combination, or blending, of strategies to best accomplish their purpose. “Writing Essays Using Multiple Strategies,” Chapter 13, concludes Part Two by offering advice to writers who are ready to address more complex topics and essay organization. This chapter also contains both student and professional essays to illustrate clear use of multiple strategies to accomplish the writer’s purpose.

Part Three, called “Special Assignments,” allows instructors to design their composition courses in a variety of ways, perhaps by adding a research paper, a literary analysis, an in-class essay, a review of an artwork or movie, or a business writing assignment. Chapter 14, “Writing a Paper Using Research,” shows students how to focus a topic, search for information in a variety of ways, choose and evaluate evidence, avoid plagiarism, and effectively incorporate and cite source material in their essays. This edition contains updated discussions of electronic sources and continues a subscription offer to *InfoTrac College Edition*, an easy-to-use online database of full-text articles from magazines, journals, newspapers, and other sources. To provide students with another avenue for collecting information, a new section on primary research has been created, adding guidance for designing questionnaires to the advice on interviewing. This chapter also presents updated MLA and APA documentation styles, with a student essay illustrating MLA citations and excerpts from that essay illustrating APA references.

Chapter 15 “Writing in Class: Exams and ‘Response’ Essays,” is designed to help students respond quickly and accurately to a variety of in-class assignments by understanding their task’s purpose and by recognizing key directional words. Advice for successfully organizing and completing timed writing should also help decrease students’ anxiety. Because so many composition courses today include some variation of the “summary-and-response” assignment (used not only as an in- or out-of-class essay but also as a placement or exit test), this chapter also addresses that kind of writing and offers a sample student essay.

“Writing about Literature,” Chapter 16, discusses multiple ways literary selections may be used in the composition class, either as prompts for personal essays or for papers of literary analysis. Students are offered a series of suggestions for close reading of both poetry and short fiction. The chapter contains an annotated poem, an annotated short story, and two student essays analyzing those works. Additional poems and stories, without marginal notes, have been included for classroom discussion or assignment.

An entirely new Chapter 17, “Writing about Visual Arts,” encourages critical thinking and good writing practice in discussions of paintings, photographs, and sculpture. To illustrate the guidelines for analysis, this chapter includes a student’s prewriting notes and subsequent essay on Edward Hopper’s popular painting *Nighthawks*. Composition students may choose their own subject matter from more than twenty artworks reproduced in this chapter and throughout the text, more than twice the number in the previous edition. Artists such as Vincent Van Gogh, Frida Kahlo, Jacob Lawrence, Claude Monet, Dorothea Lange, Edvard Munch, Ansel Adams, Francisco Goya, Salvador Dali, and many others, offer a variety of styles from social realism to abstract expressionism. Teachers may also wish to use the new art in this edition as prompts for other kinds of assignments, such as descriptive paragraphs or comparison/contrast essays. (For quick reference, a complete list of the artworks appears at the end of the Table of Contents.)

Chapter 18, “Writing about Film,” offers an opportunity for students to practice good writing skills in essays using movies as subject matter in a variety of ways. Suggestions for critical thinking and writing about films and a glossary of cinematic terms are included, as well as a student essay and a brief movie review that may be critiqued in class.

Chapter 19, “Writing in the World of Work,” allows students to practice composing business letters, office memos, electronic mail, and résumés. With the increasing use of technology in the workplace, students may also profit from a section discussing “netiquette” that encourages writers to cultivate a sense of civility and professionalism, as well as clarity, in their electronic communications.