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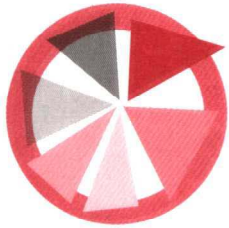
The Resourceful Writer

**A
Basic
Writing
Course**



THIRD EDITION

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The Resourceful Writer

A Basic Writing Course

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To the Instructor

In the Third Edition of *The Resourceful Writer: A Basic Writing Course*, we continue to offer a method that helps students write meaningful paragraphs and essays as they move from personal, expressive writing to more formal, academic discourse. For the first time, *The Resourceful Writer* also includes an anthology of reading selections chosen to increase students' interest in writing and discussing ideas. In addition, the research paper chapter has been enlarged to include new MLA-style documentation guidelines and additional resource material for suggested research paper topics.

At the same time, we have also kept the best features of the original text. Thus, students still write from the very beginning of the semester. They write first about what they know best: their own experiences and perceptions of the world around them. They learn early on how to put together a paragraph: how to structure it, how to use convincing details, and how to maintain their own voices in writing the paragraph. Throughout the book, students use a six-step writing method—gather, analyze, identify, plan, write, revise and edit—to guide them through the prewriting, writing, and revising process. As students master this writing method, they also learn how to draw from and respond to outside resources, primarily from the reading selections in *The Resourceful Writer* itself or from other sources, such as those they might use to complete a research paper assignment. Additionally, at frequent or infrequent points during their writing, students can practice mastering sentence structure and the mechanics of English by completing the many exercises in the “Writer’s Workbook” section of the text.

Features of the Third Edition

- A new anthology section includes fourteen new reading selections followed by apparatus to stimulate discussion and writing. These include selections from such writers as Brent Staples, Maria Suarez, Judy Brady and Elizabeth Wong.
- One-third of the professional and student selections in the chapters are new to this edition. Reading is integrated with many of the writing assignments that accompany each chapter. Thus, Chapter 1 refers students to Garrison Keillor’s essay “How to Write a Personal Letter” to provide guidance and encouragement for their first writing assignment. Other writing assignments ask students to respond to essays included directly within the relevant chapter.
- The research chapter has been greatly expanded and updated in keeping with the guidelines of the Modern Language Association (MLA). In addition to a new sample research paper and extended treatment of documentation techniques, the chapter includes readings specially intended to provide ideas for

research topics, as well as a list of potential sources for such topics. A “Suggested Research Topics” section also describes other topics that would be of interest to most students.

- The “Writer’s Workbook” section has been revised to include updated examples and improved focus on the most common types of student writing difficulties.

Organization

The Resourceful Writer, Third Edition is organized into four parts with a total of twenty-two chapters and an anthology of additional readings.

Part I: Part I, “Writing from Direct Experience” (Chapters 1 through 6), guides students step by step through paragraph writing to short essay writing. Chapter 1, “A Place to Begin,” asks students to plunge in and write: their first assignment is a letter about themselves, addressed to their classmates. Chapter 2, “Locating Your Resources,” introduces the six-step Writing Process that will guide students through most of the writing assignments in the book. In this chapter students progress through various writing assignments, including the classroom interview, the outside interview, and keeping a journal. In Chapter 3, “Gathering and Analyzing Your Material,” students learn how to use and analyze brainstorming, free writing, clustering, class discussions, and conversations with others to enrich their writing. Chapter 4, “Identifying Your Main Point,” concentrates on helping students to write structured, thoughtful paragraphs and teaches students how to develop a main idea and thesis statement. Chapter 5, “Planning and Writing Your Essay,” teaches students how to create an outline in order to formulate their ideas for writing. Students are then guided through writing an essay with an introduction, conclusion, and title. Chapter 6, “Re-Visioning Your Essay,” offers a substantial section on revision, reinforcing the importance of students’ evaluating and revising their own writing, with an example of a student paper taken through the revision process.

Part II: Part II, “Structuring Your Writing,” teaches students to write in various rhetorical modes and organizational strategies. Chapter 7, “Describing and Narrating,” introduces objective and subjective description to students and also provides several excerpts from professional narrations. Chapter 8, “Writing with Examples, Comparison and Contrast, and Classification,” guides students through the steps involved in using these modes of development. In Chapter 9, “Writing about Process (‘How To’) and Cause and Effect,” students are taught how to write “how to” and cause-and-effect paragraphs and essays. The final chapter in Part II, “Notes on Writing Essay Exams and In-Class Essays,” instructs students on preparing and writing clear and thoughtful in-class assignments.

Part III: Part III, "Writing with Outside Resources," helps students move from writing about their own personal experiences to writing with outside resources. In Chapter 11, "Reading and Summarizing," students learn how to summarize material they read. Chapter 12, "Using the Library's Resources," describes the various resources available to most students and then has them write short essays about reading material they have obtained from the library (thus employing summarizing skills as well). Also included in this chapter is a section entitled "Reading on You Own," which includes a list of books, many with brief precis, that college students generally like to read, thus further encouraging beginning college writers to read as much as they can. In Chapter 13, "Writing Persuasively," students learn how to form an argument and write a persuasive paper supporting their argument, using outside resources. Preliminary exercises at the beginning of the chapter help students formulate arguments and present them clearly. Chapter 14, "Writing the Research Paper," provides instruction for constructing a research paper, and also gives a sample research paper for students.

Part IV: Part IV, "A Writer's Workbook," is designed to be used throughout the course in conjunction with Parts I and II. While students write paragraphs and essays in Parts I through III, they can work on their mastery of grammar and mechanics in Part IV. Chapter 15, "Parts of Speech," offers a review of the parts of speech. Chapter 16 and 17 concentrate on verb use, including subject-verb agreement and correct use of tense. Chapter 18 guides students in proper use of pronouns, and Chapters 19 and 20 offer practice and instruction in spelling, capitalization, punctuation, and numbers. Chapters 21 and 22 help students write correct, whole sentences. All of the chapters in Part IV contain brief instruction and lots of practice exercises for students. Answers to the practice exercises appear at the back of the book; answers to review exercises (which appear at the end of each chapter in Part IV) are provided in the Instructor's Edition. Many of the exercises concentrate on students' own writing by asking them to write their own sentences.

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