

TRANSITIONS

From Reading to Writing • Second Edition



BARBARA FINE CLOUSE

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From Reading to Writing

Second Edition



Barbara Fine Clouse



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TRANSITIONS

From Reading to Writing

In Loving Memory of Faye Thomas Clouse

ABOUT THE AUTHOR

Barbara Fine Clouse is a seasoned writing instructor who has taught all levels of college composition, first at Youngstown State University in northeastern Ohio and then at Slippery Rock University in western Pennsylvania. She has written a number of composition texts for McGraw-Hill, including *Writing: From Inner World to Outer World*, *Patterns for a Purpose*, *The Student Writer: Editor and Critic*, and *Jumpstart! A Workbook for Writers*. One of her most recent McGraw-Hill publications is *Working It Out: A Troubleshooting Guide for Writers*, now available in its second edition. In addition, she has developed *Cornerstones: Readings for Writers*, a short prose reader for developmental students, which is the newest addition to Primis, McGraw-Hill's electronic database. Barbara's publications also include *Process and Structure in Composition* and the third edition of *Progressions* for Allyn & Bacon.

Barbara appreciates getting comments and suggestions from instructors and students who use her texts, so feel free to write to her at this address:

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PREFACE

Transitions: From Reading to Writing is a thematic reader that respects the connection between the reading and writing processes. It does so with carefully selected readings that inspire many different kinds of private and public writing, and with carefully designed apparatus that helps students use writing both to respond to what they read and to come to terms with it. In addition, the apparatus helps students discover writing strategies and rhetorical features in the readings that they can bring to their own writing.



READING AND WRITING SUPPORT

The following features in *Transitions* provide a rich source of ideas for writing, and they support students as they read and as they write in response to what they read:

- **There are 61 readings, carefully chosen for accessibility and high interest.** Every effort was made to select material that would stimulate thinking without being intimidating, so that students would be inspired to write. To meet the needs of a variety of students and to provide material for students as they improve, the readings vary in length and difficulty.
- **Female, minority, and multicultural authors and perspectives are well-represented to add the interest that comes from diversity and to appeal to a range of students.**
- **To improve student comprehension, Chapters 1 through 4 open with a preview of chapter contents and close with a summary of main points.**
- **Chapters 5 through 13 open with “Springboards for Writing and Discussion”—brief, high-interest writings ranging in length from one sentence to a few short paragraphs.** These present surprising or thought-provoking statements to serve as springboards to journal writing, paragraph or essay writing, and group or class discussion. They can be points of departure for out-of-class assignments or the focus for individual or collaborative writings in class. They can be just the thing to individualize assignments or to provide a break from more traditional reading and writing assignments.



- **Four introductory chapters provide pedagogical support.** Chapter 1 gives step-by-step instruction in how to be an active reader. Chapter 2 offers a clear explanation of essay structure, accompanied by a student essay that illustrates the points made. Chapter 3 describes several ways students write in response to reading, including writing journal entries, sharing a response, arguing a position, and writing summaries. This chapter also explains how to write paraphrases and quotations. Chapter 4 describes specific strategies for writing, including procedures for generating ideas, drafting, revising, editing, and proofreading. To demonstrate the writing process, Chapter 4 also includes a student work in progress.



SUPPORTIVE APPARATUS

To support students and to reinforce the connection between reading and writing, the following apparatus accompanies each reading:

- Headnotes before each reading provide information about content, important features, and/or background.
- A prereading activity (a journal writing, a collaborative exercise, a library research activity, or a survey) precedes each reading.
- Definitions of potentially unfamiliar vocabulary and allusions precede each reading.
- Three sets of questions follow each reading: Understanding Content, to check comprehension; Considering Structure and Technique, to highlight rhetorical features; and Exploring Ideas, to provide opportunities for critical thinking.

The following apparatus helps students identify successful strategies in the readings and incorporate them into their own writing:

- A workshop follows each reading to point out a rhetorical feature, a stylistic concern, or a grammar or usage point that is apparent in the reading. Each workshop teaches “incidentally,” by calling attention to a feature in the professional writing and helping students see that they can incorporate the feature in their own writing.
- An activity after each workshop reinforces the point made in the workshop.



A RICH VARIETY AND GENEROUS NUMBER OF WRITING OPPORTUNITIES

The readings in *Transitions* are accompanied by an unusually large number of writing assignments that give students experience with a variety of writing tasks.



- Each reading is followed by one journal assignment, one collaborative assignment, several traditional essay assignments, and one Beyond the Writing Class assignment that either requires students to move outside the writing class to gather information for an essay or asks them to write a piece for an audience outside the writing classroom.
- The writing assignments include a mixture of experiential, analytic, and academic assignments so students are exposed to as many writing situations and purposes as possible.
- Each chapter of readings concludes with two sets of assignments that call upon students to respond to more than one essay. The first, Connecting the Readings, includes three assignments that require students to respond to two or more readings in the chapter. Each of these assignments is in a rhetorical context, and the first assignment includes suggestions for generating ideas. The second, Connecting the Themes, includes a writing assignment calling on students to write about two or more readings from different chapters.



ESL TIPS

To support students who use English as a second language, each reading is followed by an ESL Tip. Each tip provides an explanation of one or more idioms or grammar and usage points apparent in the reading. The emphasis is on providing information of particular interest to non-native users. Although non-native speakers of English are the primary audience for the ESL Tips, many native speakers will also find them interesting and instructional.



FLEXIBILITY

In addition to providing students with abundant support, *Transitions* provides instructors with considerable flexibility: 61 full-length selections allow instructors to vary the length and difficulty of readings as students progress. With many more writing assignments than is typical for a reader, and assignments of many different kinds and levels, *Transitions* makes it easy for instructors to adapt to a variety of student needs and interests. A generous and varied apparatus provides instructors freedom to select from a range of activities, both collaborative and individual.



NEW TO THE SECOND EDITION

The following changes were made to improve and update the second edition; many of them were added in response to suggestions made by users of the first edition.



- The addition of a chapter on essay structure now gives *Transitions* more rhetorical material than almost any other reader.
- Twenty-six new readings freshen the text, make it more topical, and give it a more analytic quality.
- A chapter on language (The Power of Language) replaces the chapter called Television.
- In many cases, chapter titles have been changed to reflect the book's tighter focus.
- A number of features have been reconfigured to make *Transitions* even easier to use:
 - The prereading material has been consolidated.
 - Postreading questions have been divided into three groups: Understanding Content, to check comprehension; Considering Structure and Technique, to highlight rhetorical concerns; and Exploring Ideas, to help students hone their critical thinking skills.
 - The workshop material has been consolidated.
 - Unfamiliar vocabulary is now glossed before each reading, rather than in a glossary at the end of the book.
- The writing assignments after each reading have been reconfigured to include one journal writing, one collaborative writing, and one cross-curricular or “real world” writing, in addition to the traditional essay assignments.
- ESL material has been added after each reading.
- A new, more analytic student sample of a work in progress has been added to Chapter 4.
- *Transitions* now has a cleaner design for added visual appeal.



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