

SECOND EDITION

# The Confident Writer

Carol Kanar

# CONFIDENT WRITER

SECOND EDITION

Carol Kanar

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## PREFACE

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*The Confident Writer*, Second Edition, focuses on the many choices writers make during the process of developing an idea into a finished essay. By providing students with extensive practice in the writing skills needed to make those choices, *The Confident Writer*, Second Edition, helps beginning writers gain confidence in their ability to meet the writing demands of all their college courses as well as those of life or work situations requiring skill in written communication.

### SPECIAL FEATURES OF THE TEXT

#### **Combination Process and Skills Approach**

The text teaches students the fundamentals of writing within the context of a recursive process and encourages students to try out strategies with the understanding that as they gain skills, they will develop a writing process that works best for them.

#### **Reading/Writing/Thinking Connection**

Because reading and writing are so intimately linked to critical thought, *The Confident Writer*, Second Edition, integrates critical reading skills with the writing process. Each chapter begins with an essay that serves both as a model of good writing and as a source of ideas for further reflection and writing. Pre-reading and post-reading activities provide a context for the essay and a format for responding to the writer's ideas. This reading and writing connection underscores another of the book's assumptions: writing is intended for an audience, and confident writers write with their audience in mind.

#### **Collaborative Writing Exercises**

To foster the establishment of a writing community within the classroom, every chapter contains a highly structured collaborative exercise that enables students to share ideas and try out writing strategies together.

## Abundant Writing Opportunities

*The Confident Writer*, Second Edition, is a student-oriented, interactive text. Abundant writing exercises and activities are integrated with instructional material throughout each chapter so students have an opportunity to practice skills as they are explained.

## Integration of Grammar

*The Confident Writer* treats grammar skills as inseparable from the writing process and as another series of choices available to the writer for clear and correct communication. Knowing what choices are available gives student writers additional power over language.

## ORGANIZATION AND CONTENT

*The Confident Writer* has a flexible organization that allows instructors to cover the writing process in accordance with their teaching styles and their students' needs. Although the chapters follow a logical sequence that takes students through the writing process, the chapters can also be presented in different sequences.

Unit 1, "The Writing Process," begins with an overview of the essay form and introduces the concept of writing as a recursive process. This unit also introduces the student to prewriting strategies, paragraph skills, writing thesis statements, and supporting a thesis with evidence. Chapters 6 and 7 provide extensive coverage of and practical suggestions for revising and editing. Chapter 8, new to this edition, covers library skills and introduces students to the research process.

Unit 2, "Patterns as Options," introduces the concept of rhetorical patterns, treating them as organizational choices a writer makes to provide the framework that best suits the purpose, audience, and thesis. The emphasis is on choosing a pattern that proceeds logically from the writer's goals. Students learn that any topic might be developed in a variety of ways and that the writer is free to decide which pattern or combination of rhetorical patterns to use. Unit 2 makes a connection between the rhetorical patterns presented as writing options in this text and their widespread use in academic thought and writing.

Unit 3, "More Choices: A Collection of Readings," contains ten timely and culturally diverse essays that promote critical reading and

thinking, and that serve as models for writing. Five of these essays are new to this edition. Instructors can use this collection in various ways—for example, as supplementary material or as sources for discussion and writing assignments. Pre-reading and post-reading questions frame each essay.

Unit 4, “The Selective Writer,” is new to this edition. In the first edition, a single grammar topic was featured in each chapter. In the second edition, these topics, along with a few new ones, have been gathered into one unit. The focus on grammar as another set of choices for the writer remains unchanged as does the focus on grammar as inseparable from the writing process. But the new placement makes *The Confident Writer*, Second Edition, a more flexible text for both instructor and student. A chart in the Instructor’s Resource Manual shows how to integrate the grammar topics covered in Unit 4 with chapter topics.

## CHAPTER FEATURES

Each chapter contains the following features:

***Awareness Check*** This prereading activity creates a context for reading and encourages students to explore some of their assumptions about the topic covered in the essay that follows. Students can complete the Awareness Check individually or in small groups.

***Vocabulary Check*** As an aid to comprehension, this feature lists words and definitions from the chapter-opening essay that students may find difficult or unfamiliar. They examine the list as part of their prereading activities to prepare themselves for reading the essay.

***Chapter-Opening Essay*** The high-interest essay in each chapter exemplifies one or more principles of writing covered in the chapter and serves as a springboard to critical thinking and writing.

***The Critical Reader*** These questions focus on the essay’s point (thesis or central idea), evidence (supporting details), implications (inferences readers can make), and word choice. The questions help students analyze the essays for structure and strategy, and also serve as a comprehension check. Students can respond to these questions either individually or in small groups.

**Topics for Writing** Included in this list of writing suggestions and topics are some that relate specifically to ideas generated from chapter-opening essays and some that are more general, but still related to the chapter's content. The topics are arranged according to level of difficulty, and most chapters contain a topic suitable for academic writing.

**Checklist for Revision** Chapter 6 explains how to revise an essay for content, organization, and style. The checklist, which follows the topics for writing in each chapter, reminds students of areas to focus on as they revise their essays. Each checklist emphasizes the specific skills, strategies, or aspects of the writing process that are covered in the chapter.

**The Critical Thinker** These topics for critical thinking and writing require students to use higher-level thinking skills and to apply knowledge and insights gained from the chapter-opening essay or from other college courses.

**Your Discovery Journal** This feature encourages students to think and write about a poem, quotation, concept, or idea that is a reflection of the chapter's content. The assignment challenges students to think creatively and to consider their thoughts and experiences as sources for writing.

## ANCILLARY MATERIALS

**Software: Expressways, Second Edition** Available in IBM® and Macintosh® versions, *Expressways* is an interactive software program that provides a tutorial review of key writing strategies and a broad range of writing activities to guide students through the writing process.

**Instructor's Edition** The Instructor's Edition contains the complete student text and Instructor's Resource Manual. This manual includes an overview of the text, a sample syllabus, recommendations for using the special features, teaching suggestions for each chapter, and an answer key. The manual emphasizes the connection between reading and writing, and explains how instructors can help students make the connection. Practical suggestions for how to use the essays and collaborative exercises are also included.

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—Carol Kanar

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