



Fawcett / Sandberg

# EVERGREEN

A Guide to Writing

With Readings

Sixth Edition



# *Evergreen with Readings*

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**A GUIDE TO WRITING**

**SIXTH EDITION**

*Susan Fawcett*

*Alvin Sandberg*

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# Preface

"*Evergreen* works." Again and again, we hear this comment from instructors and students alike, and we consider it the greatest possible compliment. *Evergreen with Readings* combines in one volume the new Sixth Edition of our popular college writing text *Evergreen* and fourteen high-interest reading selections. Based on our classroom experience at Bronx Community College of the City University of New York, *Evergreen* was designed for students who need to improve the writing skills so necessary to success in college and in most careers. The text's clear, paced lessons, numerous high-interest practices, and engaging writing assignments have guided more than one and a half million students through the process of writing effectively, from prewriting to final draft.

By choosing *Evergreen with Readings*, those instructors who wish to include reading in their writing classes may select from richly varied and provocative readings by such authors as Sandra Cisneros, Arthur Ashe, Russell Baker, Anna Quindlen, Alice Walker, and Dave Barry. Each selection is accompanied by a headnote, glosses, critical thinking questions, and writing assignments, some of them collaborative.

In this exciting Sixth Edition—marking both the year 2000 and *Evergreen's* twentieth birthday—we have kept the carefully honed lessons, flow of practices, and overall organization that have served students so well over the years. However, we have extensively reviewed and updated the text, replacing numerous activities and models and occasionally adjusting instructional priorities.

In doing so, we listened closely to the suggestions of college faculty across the country and weighed the kinds of academic and job-related challenges that our students will face once they complete this course. Our goal has been to take an excellent book and make it even more motivating, useful, and engaging than before.

Specifically, we have enhanced *Evergreen's* academic focus with a new chapter on cause and effect, a much-expanded and reorganized chapter on summarizing and quoting, and more wide-ranging content (research on twins, underwater archeology, job search techniques, date rape, comets and asteroids, and more). In addition, we have included more samples of inspiring student writing; added more collaborative and critical thinking activities; selectively enriched writing, revising, and proofreading coverage; and replaced more models, practices, and writing assignments than ever before. Other changes include weaving references to writing on computers throughout the text, reversing Units 4 and 5 so that paragraph instruction flows directly into essay instruction, adding more practice on sentence errors plus a sentence fragment chart, and upgrading many photographs, cartoons, and other visual prompts for thinking and writing.

## Special Features of *Evergreen*, Sixth Edition

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### Expanded Academic Focus

- **New Coverage of Cause and Effect Writing.** Unit 3 now includes a chapter on cause and effect paragraphs. A corresponding section in Chapter 15, "Types of Essays," teaches students to write essays analyzing causes and effects.

- **New Chapter on Summary and Quotation.** Chapter 18, “Special College Skills: Summary and Quotation,” defines plagiarism and includes much-expanded material on how to summarize and quote from outside sources.

## More Student Writing

- **New Writers’ Workshops.** This versatile feature at the end of every unit showcases a student-authored paragraph or essay, carefully processed with peer-editing questions and followed by group work and writing ideas. Keyed to the subject matter of each unit and ideal for group discussion, these workshops reinforce writing and revising skills and inspire student writers by example.
- **More Student Models.** Because students are often motivated by the fine work of their peers, more student models, in addition to professional models, are used throughout the text. These represent a range of levels, from finished writing to work needing revision.

## Enriched Coverage of the Writing Process

- **New Material on Controlling Idea and Revising for Support.** New coverage of the controlling idea has been added to our paragraph- and essay-writing instruction, with emphasis on the controlling idea in the topic sentence or thesis statement. At the urging of instructors, we also have added more practices in which students revise poorly developed paragraphs and essays.
- **New Chapter, “Putting Your Proofreading Skills to Work.”** A new chapter of mixed-error proofreading practice now concludes Unit 6, “Reviewing the Basics.” Here students correct six high-interest selections, each containing a random, real-world mix of errors.

## More New High-Interest Content Than Ever Before

- **High-Interest Models and Practices.** Guided by our Faculty Advisory Board and users of the text, we have carefully reviewed and replaced many of the models and content-based practice sets so important to *Evergreen’s* effectiveness. Fresh subjects include young entrepreneurs, James Escalante’s student math stars, how technology helps Stephen Hawking, insect sexual attraction, high schools of the twenty-first century, Oprah’s book club, *Latina* magazine’s founder, the moon as a tourist destination, soul and hip-hop, how famous authors beat writer’s block, Mexico’s Day of the Dead, and the Guggenheim Museum’s recent motorcycle show.
- **Four New Reading Selections.** We have replaced four readings with strong new selections, according to instructor and student feedback: Sandra Cisneros on becoming a writer, Andrew Ferguson on the epidemic of road rage, Dave Barry on school science projects, and Rene Denfeld on the lessons she learned from boxing.

## ***New Collaborative and Critical-Thinking Activities***

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- **Peer Revising.** Chapter 3 now includes instruction on peer editing, with a Peer Feedback Sheet to help students respond specifically to each other's work. In addition, the Writers' Workshops offer multiple opportunities for collaborative work.
- **Improved Visual Prompts for Thinking and Writing.** This edition includes more stimulating visual images for critical analysis and writing, such as a billboard campaign to stop teen smoking, a British cartoon about America's armed children, and several paintings by contemporary artists.

## **Extensive Ancillary Package**

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Available on adoption of the text, the following ancillaries provide the instructor with excellent support material and expand teaching options. New to this edition is the Evergreen Web Site, which includes the Evergreen Community (a bulletin board where users can exchange ideas about teaching with *Evergreen*), additional tests and exercises, links, and tips on teaching developmental English.

- *Instructor's Annotated Edition*
- *Test Bank*
- *Computerized Test Bank (Diagnostic/Mastery/Chapter Tests)*
- *Evergreen Web Site including the Evergreen Community*
- *Answer Key*

## **Organization of the Text**

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*Evergreen's* self-contained chapters and units can be taught in any order. Unit 1 provides an overview of the writing process, audience, and purpose and then introduces five prewriting techniques. Unit 2 guides students through the paragraph-writing process: planning, writing topic sentences, generating ideas, organizing, making smooth transitions, and revising. Unit 3 moves on to the rhetorical modes most often required in college writing (illustration, narration, description, process, definition, comparison/contrast, classification, cause/effect, and persuasion). In Unit 4, the techniques of paragraph writing are applied step by step to the process of writing essays, answering essay examination questions, and summarizing and quoting from sources. Unit 5 covers the more subtle skills of revising for consistency, sentence variety, and language awareness. Unit 6 thoroughly reviews basic grammar, highlighting such major problem areas as verbs, sentence boundaries, punctuation, and mechanics; Unit 7 covers spelling and homonyms. A reader containing fourteen professional selections and a Quotation Bank—a mini-reader of great short quotations for student use—conclude the text. *Evergreen's* full range of materials and flexible organization adapt easily to almost any course design and to a wide range of student needs. Because each chapter is self-contained, the text also works well for tutorials, laboratory work, and self-teaching.

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S. F.

A. S.

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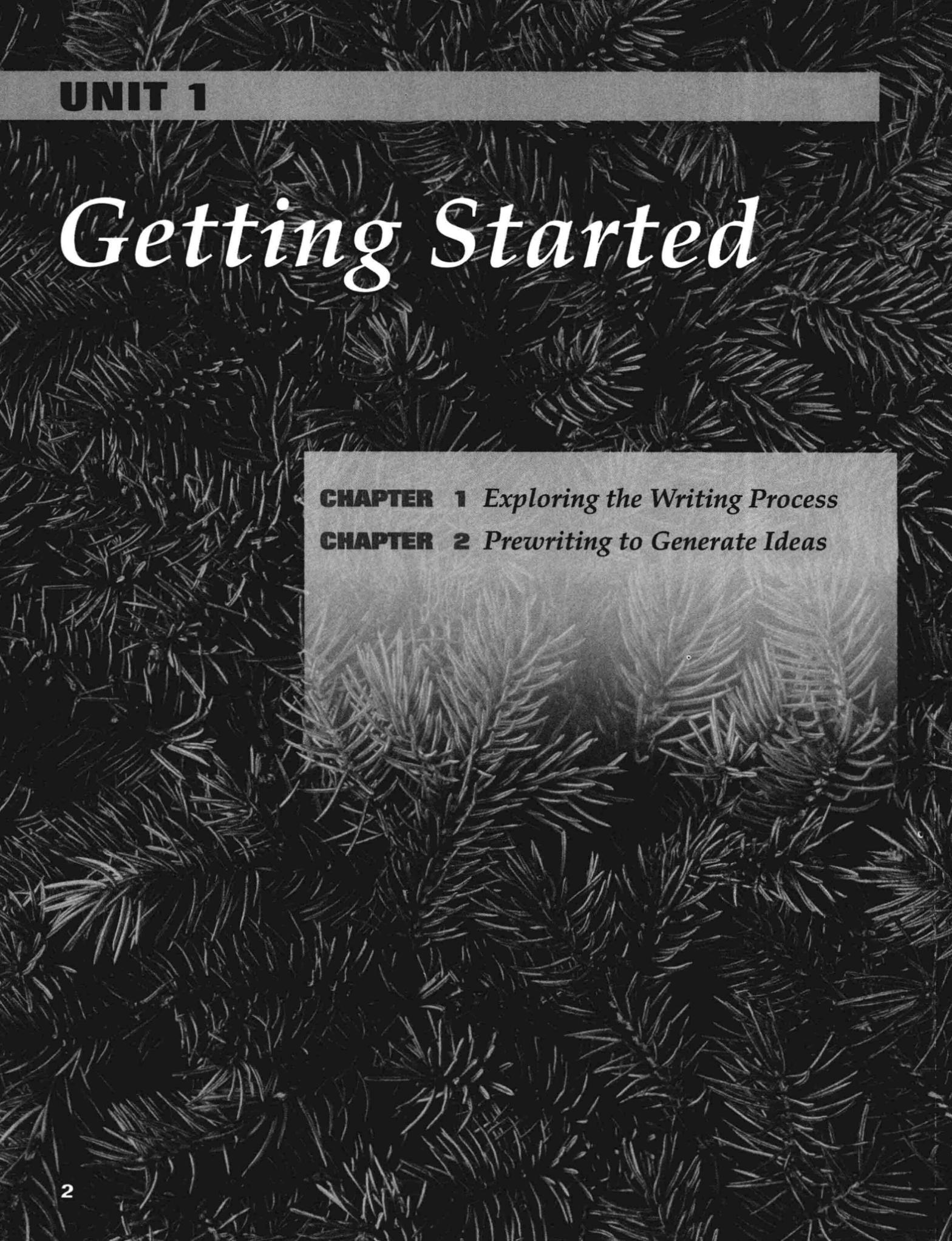
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# *Evergreen*

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**A GUIDE TO WRITING**



**UNIT 1**

# *Getting Started*

**CHAPTER 1** *Exploring the Writing Process*

**CHAPTER 2** *Prewriting to Generate Ideas*

# *Exploring the Writing Process*

**PART A**    The Writing Process

**PART B**    Subject, Audience, and Purpose

This chapter will give you a brief overview of the writing process, which is explored in greater depth throughout this book. By surveying the steps that many writers take and some of the factors they consider, you will see that writing is not a magic ability some are born with, but a skill that can be learned—the result of planning, hard work, and a positive attitude.

## **PART A**    The Writing Process

Many students mistakenly think that good writers simply sit down and write out a perfect letter, paragraph, or essay from start to finish. In fact, writing is a **process** consisting of a number of steps:

- |                   |   |  |
|-------------------|---|--|
| <b>1</b>          | {                                       | Thinking about possible subjects                     |
| <b>Prewriting</b> |   | Freely jotting down ideas on paper or computer       |
|                   |   | Narrowing the subject and writing it as one sentence |
|                   |   | Deciding which ideas to include                      |
|                   | Arranging ideas in a plan or an outline |  |
| <b>2</b>          | {                                       |  |
| <b>Writing</b>    |   | Writing a first draft                                |
| <b>3</b>          | {                                       | Rethinking, rearranging, and rewriting as necessary  |
|                   |   | Writing one or more new drafts                       |
|                   |   | Proofreading for grammar and spelling errors         |