

LANGAN

College Writing Skills with Readings

EIGHTH EDITION



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Eighth Edition

College Writing Skills with Readings

John Langan





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Praise for College Writing Skills and College Writing Skills with Readings

"This is the only text I will use to teach developmental essay writing. The series meets our students' needs!"

—Elaine Herrick, Temple College

"College Writing Skills with Readings has been our developmental textbook of choice for the past ten years for a good reason: His explanations and student examples of the basics of unity (staying focused), coherence (flow and connectedness), and adequate development (support) give our students the tools they need to improve their writing skills."

—Paul Bush, Bowling Green Community College

"College Writing Skills is a student-centered textbook. It asks students to reexamine their attitudes towards writing and then gives them the tools to succeed. Grammar, organization, and development are explained with care and precision. College Writing Skills practices what it preaches by giving clear and accessible explanations for a broad student population."

—Nina Bannett, New York City College of Technology

"All the sections are very manageable and teachers can arrange their courses in a variety of ways while using this text. It breaks down the writing process into clear steps and those steps can be later utilized as tools for revision. The readings are clear and engaging as well as flexible regarding rhetorical style and topic."

—Laurie Sherman, Community College of Rhode Island

"It's a very user friendly text and offers a variety of teaching methods."

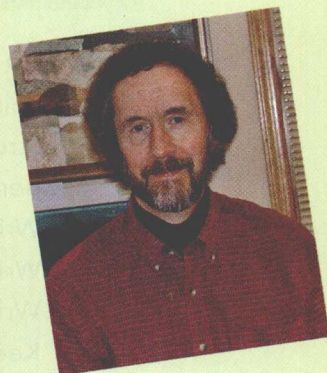
—Jessica Carroll, Miami Dade College

"It is sequenced well and places the emphasis on the process of writing from the discovery of a worthy topic to writing and supporting the thesis. The checklists provided in each chapter allow the writer to have a focus for understanding what the instructor is addressing when he or she is evaluating the essay. The readings in the book are both engaging and provocative, which will lead to much discussion in the classroom."

—Alison Reynolds, Midwestern State University

About the Author

John Langan has taught reading and writing at Atlantic Cape Community College near Atlantic City, New Jersey, for more than twenty-five years. The author of a popular series of college textbooks on both writing and reading, John enjoys the challenge of developing materials that teach skills in an especially clear and lively way. Before teaching, he earned advanced degrees in writing at Rutgers University and in reading at Rowan University. He also spent a year writing fiction that, he says, “is now at the back of a drawer waiting to be discovered and acclaimed posthumously.” While in school, he supported himself by working as a truck driver, a machinist, a battery assembler, a hospital attendant, and an apple packer. John now lives with his wife, Judith Nadell, near Philadelphia. In addition to his wife and Philly sports teams, his passions include reading and turning on nonreaders to the pleasure and power of books. Through Townsend Press, his educational publishing company, he has developed the nonprofit “Townsend Library”—a collection of more than fifty new and classic stories that appeal to readers of any age.



To the Instructor

College Writing Skills with Readings offers students a practical guide to becoming better writers. From mastering the traditional five-paragraph essay and its variations to learning about the finer points of grammar and punctuation, *College Writing Skills with Readings* empowers students to take control of their writing and put it to work for them. And now with Connect Writing, a new online writing program, and the soon to come Connect Langan, an online interactive version of *College Writing Skills with Readings*, this new edition brings writing closer to where students are and helps take them where you want them to go. Whether online or in class, *College Writing Skills with Readings* offers students the tools to succeed.

Key Features of the Book:

- *Four principles are presented as keys to effective writing.* These four principles—unity, support, coherence, and sentence skills—are reinforced throughout the book. **Part 1** focuses on the first three principles. **Parts 2 and 3** show, respectively, how the four principles apply in the different patterns of essay development and other types of writing. **Part 4** serves as a concise handbook of sentence skills.
- *Writing is treated as a process.* The first chapter introduces writing as both a skill and a process of discovery. The second chapter, “The Writing Process,” explains and illustrates the sequence of steps in writing an effective essay, focusing on prewriting and revision strategies. More prewriting and revision strategies accompany many of the writing assignments in Part 2.
- *Activities and assignments are numerous and varied.* Part 1 contains more than ninety activities to help students apply and master the four bases, and the entire book has over 250 activities and tests. A variety of writing assignments follows each pattern of essay development in Part 2.
- *Clear thinking is stressed throughout.* In the opening pages of the book, students are introduced to two principles: making a point and providing support to back up that point. These principles, a focus point throughout the book, are the bedrock of clear thinking and clear writing.
- *The traditional essay is emphasized.* Students are asked to write formal essays with an introduction, three supporting paragraphs, and a conclusion.

Writing an essay with an overall thesis statement and in which each of the three supporting paragraphs begins with a topic sentence is more challenging for many students than writing a more free-form essay. The demands are significant, but the rewards are great. As students learn and practice the rules of the five-paragraph essay, professional examples illustrate the variations possible within the essay form.

- *Lively teaching models are provided.* The book includes many high-interest student and professional essays with each chapter in Part 2. After reading papers by other students and professional authors and experiencing the power of writing, students will be encouraged to aim for similar honesty, realism, and detail in their own work.
- *The book is versatile.* Since no two people use an English text in exactly the same way, the material has been organized in a highly accessible manner, so instructors can turn quickly and easily to the skills they want to present.

New to the Eighth Edition

- **Now with Connect Writing:** *College Writing Skills with Readings* now comes with innovative Connect Writing software, providing additional guided practice for college writers.
- **Connect Langan (print and online):** The new edition of *College Writing Skills with Readings* is available in print and in a soon to be available online format: Connect Langan.
- **Fresh examples and practice exercises.** Exercises have been updated throughout the text, with special emphasis on including current and relevant examples.
- **Part III: Special Skills revised and updated.** Most college students have jobs, and Chapter 20, “Writing a Résumé and Cover Letter,” has been updated to include both a functional and a chronological résumé. Information technology changes rapidly, and Chapter 21, “Using the Library and the Internet,” has been carefully revised to reflect the current resources available to students in college libraries and online.
- **Three new readings.** Chosen for their appeal and relevance to today’s students, these new essays address coming to terms with one’s identity, the importance of confronting fears to attain personal growth, and the debate over single-sex education.

Supplements for Instructors

- The *Annotated Instructor’s Edition* (ISBN 0-07-734888-5) consists of the student text, complete with answers to all activities and tests, followed by an Instructor’s Guide featuring teaching suggestions and a model syllabus.

- The *Online Learning Center* (www.mhhe.com/langan) offers a host of instructional aids and additional resources, including an instructor's manual and test bank, online resources for writing instructors, and more.

Supplements for Students

- The *Online Learning Center* (www.mhhe.com/langan) offers exercises, writing activities, a PowerPoint grammar tutorial, guides to Internet research and avoiding plagiarism, Web links, and more.

You can contact your local McGraw-Hill representative or consult McGraw-Hill's Web site at www.mhhe.com/english for more information on the supplements that accompany *College Writing Skills with Readings*.

Acknowledgments

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Joyce Stern, Assistant Professor at Nassau Community College, contributed the ESL Tips to the *Annotated Instructor's Edition* of the text. An educator for over thirty years, Professor Stern holds an advanced degree in TESOL from Hunter College. She has been recognized by Nassau Community College's Center for Students with Disabilities for her dedication to student learning.

Donna T. Matsumoto, Assistant Professor of English and the Writing Discipline Coordinator at Leeward Community College in Hawaii, wrote the Teaching Tips for the *Annotated Instructor's Edition*. She has taught writing, women's studies, and American studies for a number of years throughout the University of Hawaii system, at Hawaii Pacific University, and in community schools for adults.

Professor Santi Buscemi made contributions throughout the book; I thank him for his keen editorial eye and tireless work ethic. He is Professor of English and Chair of the Department of English at Middlesex County College in Edison, New Jersey, where he teaches reading and writing.

John Langan

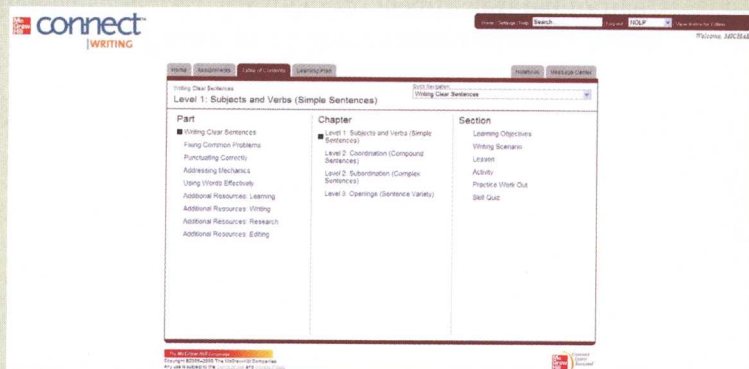
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Thousands of instructors participate in our course surveys every year, providing McGraw-Hill with longitudinal information on the trends and challenges in your courses. That research, along with reviews, focus groups, and ethnographic studies of both instructor and student workflow, provides the intensive feedback that our authors use to ensure that our revisions continue to provide everything you need to reach your course goals and outcomes.

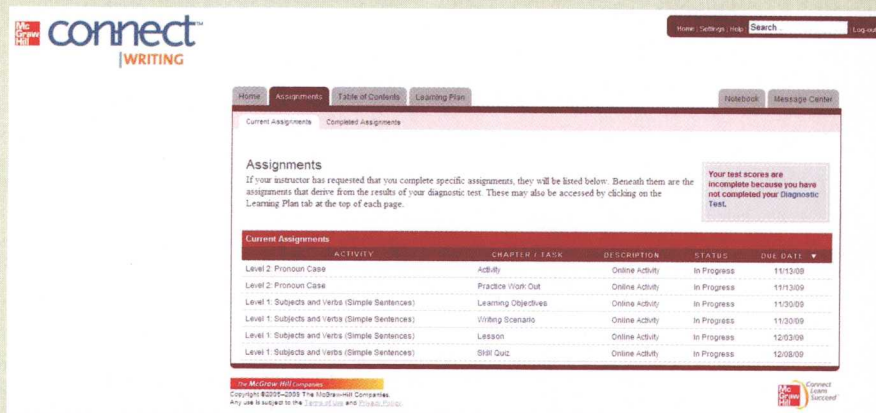
Some KEY FINDINGS from our Development Writing Course Survey



50% of Developmental English instructors say they have a lab component required each week. **85%** of these respondents say they use the lab to teach grammar and punctuation.



➤ Connect Writing is built around the five core skill areas instructors say they wanted addressed. Students will see these five areas in all three levels of Connect Writing.



➤ Students get an individualized learning plan when they take the diagnostic test in Connect Writing. This individualized instruction makes sure that each student gets the practice he or she needs to improve their grammar and punctuation skills.



51% of instructors said that they choose their text based on how the pedagogy supports student learning. **79%** said that the text they choose must have worthwhile activities and writing assignments.

FOUR BASES Checklist for Cause and Effect

About Unity

- ☒ Have I introduced my essay with a clearly stated thesis and plan of development?

About Support

- ☒ Is each of my main points supported by solid, specific details?

About Coherence

- ☒ Have I used transition words such as *first*, *another*, *in addition*, and *also*?

About Sentence Skills

- ☒ Have I used a consistent point of view throughout my essay?
- ☒ Have I used specific rather than general words?
- ☒ Have I avoided wordiness and used concise wording?
- ☒ Are my sentences varied?
- ☒ Have I checked my writing for spelling and other sentence skills, as listed on the inside back cover of the book?

> The four bases boxes serve to remind students of the core areas they need to address in their writing.

> Students are introduced to writing from the beginning as each assignment chapter starts with a photo and a writing task.



Should cell phones be permitted in class? Look at the photograph above and write an essay in which you argue for or against the use of cell phones in the classroom. Include at least three separate reasons that support your point of view.

If you would like to participate in any of the McGraw-Hill research initiatives, please contact us at www.mhhe.com/faculty-research.

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