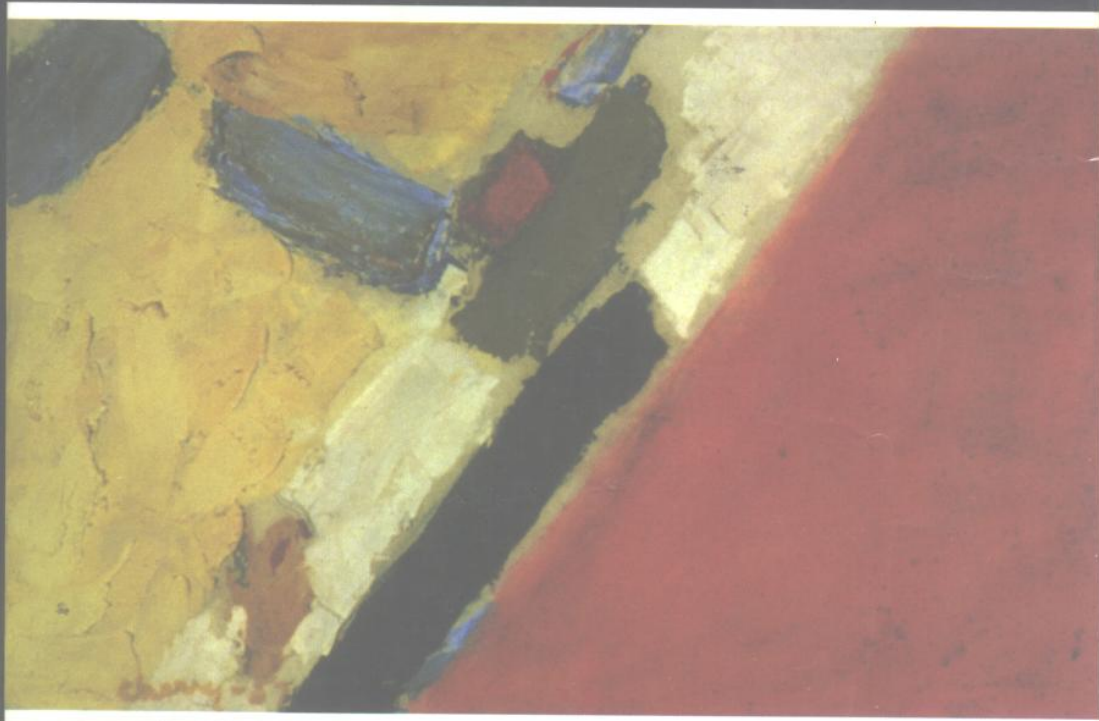


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MODELS *for* EFFECTIVE WRITING



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Models for Effective Writing

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Preface

Models for Effective Writing was developed to help students increase their ability to read moderately difficult prose and to write effectively. When those skills are joined with critical, informed thinking, students will be able to use their enhanced communication skills to make valuable contributions to society on several levels. At the same time, they can derive personal satisfaction from success in business, science, education, and other professional fields.

The opening chapter of *Models for Effective Writing*, "The Reading Process," provides practical hints for improving reading comprehension, including a sample essay and suggestions for how best to read, understand, and remember the sorts of reading material that make up the body of the book. Chapter 2, "The Writing Process," describes the time-honored tradition of using models to teach effective writing and explains the components of the writing process.

The book's main body has three parts, based on a writer's intended purpose: (1) Narrative-Descriptive Writing, (2) Expository Writing (explanatory), and (3) Persuasive Writing (argumentative). A further division results in ten chapters, each devoted to an important technique or rhetorical strategy for organizing and presenting written ideas.

Each chapter opens with a clear introductory explanation of its subject technique. Next comes a narrative example of a student applying that technique in conjunction with the writing process, resulting in a sample essay which illustrates that technique in clear form. Then follows a section comprised of student-

written paragraphs and essays, to show that apprentice writers can master each technique; these samples will help boost the morale of fainthearted or previously unsuccessful student writers. Each chapter continues with a series of professionally written models of varying lengths, from short, single paragraphs to full-length essays, all chosen to illustrate various effective uses of the subject technique. The writing models are normally arranged within their respective section in order of increasing difficulty, and each selection is followed by discussion questions intended to help readers notice both content and form. Answers to these questions, along with additional teaching aids, such as sample vocabulary examinations and suggested writing topics, are provided in a separate *Instructor's Manual*, available upon request from the publisher.

The book closes with three other features: (1) an Appendix containing "A Short Guide to Material and Formal Fallacies"; (2) a Glossary providing concise definitions of writing terms used in the book (normally the names of these terms are printed in bold italic print on their first use in this text, like this: *audience*); (3) an Index of Titles and Authors.

The writing models were chosen (1) to demonstrate the appropriate technique or writing strategy, (2) to be in a style worthy of study, and (3) especially in the case of professional writing, to have subject matter more timeless than timely. Refusing to try to catch and ride the next brief wave of topicality, we decided rather to be eclectic, even a bit old-fashioned, in our choices. Consequently, the selections should prove interesting to students of varying ages and backgrounds, especially for those who can become interested in well-wrought prose that often contains important ideas and provokes critical thought about both its style and content. Included are selections by representatives of diverse cultural groups, by female and male writers, and on a wide variety of subjects. An alternate Topical Table of Contents allows interested instructors and students to pick from that variety with more ease.

In preparing this book, we have especially benefited from the support, encouragement, and wisdom of Joseph Opiela, humanities editor-in-chief at Allyn & Bacon. Special thanks also go to his assistant, Brenda Conaway, along with Rowena Dores and Barbara Tsantinis. We are also grateful for the careful attention given to *Models for Effective Writing* in its development stages by the following reviewers: Margaret Franson, Valparaiso Univer-

sity; Loris Galford, McNeese State University; Charles Hill, Gadsden State Community College; Peggy Jolly, University of Alabama; Gloria John, Catonsville Community College; Kathy Mincey, Morehead State University; David Stooke, Marshall University. In the book's final stages we appreciated the careful, thoughtful copyediting and production work provided by Tamra Winters of York Production Services. The professionalism of all these people has been invaluable, though we certainly acknowledge our responsibility for any weak spots in this book, only asking that its users inform us of any detected.

Here at home, we are blessed always by the help of Mrs. Nancy Robinson Norgaard, the best of all possible English department secretaries. Further thanks go to our colleagues, William Paulk and Rick Boyer, for use of their previously published work. Finally, a few words are due our students, especially those whose writing serves here as models. Many of you are remembered, more are forgotten, but most of you learned to read and write better as we worked out ideas for this book together. Because of those experiences, *Models for Effective Writing* is a better book than it might have been, and we are better teachers. Thank you for everything.

J. K. N.

J. R. N.

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