

FOURTH EDITION

PROGRESSIONS



BARBARA FINE CLOUSE

**PROGRESSIONS
PROGRESSIONS
PROGRESSIONS
PROGRESSIONS
PROGRESSIONS
PROGRESSIONS
PROGRESSIONS
PROGRESSIONS**

Fourth Edition

BARBARA FINE CLOUSE

Allyn and Bacon

Boston London Toronto Sydney Tokyo Singapore

For Betty Fine Shepherd and Lee Fine

Vice President, Humanities: Joseph Opiela
Editorial Assistant: Rebecca Ritchey
Marketing Manager: Lisa Kimball
Editorial Production Service: Chestnut Hill Enterprises, Inc.
Manufacturing Buyer: Suzanne Lareau
Cover Administrator: Linda Knowles



Copyright © 1999, 1996, 1993 by Allyn & Bacon
A Viacom Company
160 Gould Street
Needham Heights, MA 02194

Internet: www.abacon.com
America Online: keyword: College Online

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright holder.

Between the time Website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in unintended typographical errors. The publisher would appreciate notification where these occur so that they may be corrected in subsequent editions. Thank you.

Library of Congress Cataloging-in-Publication Data

Clouse, Barbara Fine.

Progressions / Barbara Fine Clouse. — 4th ed.

p. cm.

Includes index.

ISBN 0-205-28157-5 (pb)

1. English language—Rhetoric. 2. English language—Grammar.

I. Title.

PE1408.C5355 1999

808'.042—dc21

98-4574
CIP

Printed in the United States of America

10 9 8 7 6 5 4 3

RRD-VA 03 02 01 00

Preface

To help underprepared writers achieve the competence and confidence to write effectively in and out of the classroom, *Progressions* has two primary thrusts: it explains and illustrates the conventions of effective writing, and it presents a range of procedures students can follow as they move from idea generation to drafting to revising to editing and on to proofreading. In short, students learn both the characteristics of effective writing *and* procedures to generate such writing.

To support the student working toward proficiency, *Progressions* includes the following features:

- *Jargon-free prose* Students are given clear, concise, jargon-free explanations of the conventions of effective writing. Each consideration—whether at the sentence, paragraph, or essay level—is presented and illustrated. The illustrations are predominantly from student papers, so they represent attainable goals.
- *Frequently appearing exercises* Exercises—often paragraphs to be edited—appear after each concept presented, providing frequent opportunities for practice. In addition, review exercises reinforce skills. Chapter 15 includes 11 paragraphs to edit for more than one kind of error.
- *Detailed coverage of the writing process* The text describes a number of procedures for handling each stage of the writing process: idea generation, ordering, drafting, revising, editing, and proofreading. Students can sample procedures until they discover techniques that work well for them.
- *Emphasis on revision* To help students appreciate the recursive nature of writing, the need for revision, and the stages writers work through, Chapter 2 presents a student essay as it

developed from idea generation through successive drafts to finished copy. Annotations explain the changes in each stage of the essay and what prompted them. Revision is emphasized throughout the text, with a range of revision strategies, including reader response and revision checklists, presented.

- ***Practical procedures*** All writing assignments are accompanied by procedures students can easily follow. These procedures are an important support system for the student. Also, checklists appear as an aid to students as they revise.
- ***Collaborative activities*** There is an emphasis on collaborative learning activities in sections labeled “Working Together.”
- ***Complete coverage of the paragraph*** Students can hone rhetorical and editing skills at this level and move on to longer essays when they are more skilled and confident.
- ***Description of editing techniques*** Considerable emphasis is given to sentence-level concerns. Particularly helpful are specific strategies for finding and correcting errors with fragments, comma splices, run-ons, agreement, and pronoun reference. The pre- and post-tests accompanying each discussion of a grammar or usage point help students assess their strengths and weaknesses and how much they have learned.
- ***Comprehension aids*** To aid comprehension and to provide easier access, main points are highlighted in the margins or grouped in short lists. Also, chapter goals are given as a form of prereading.
- ***Reading instruction accompanied by professional essays*** A chapter on reading and writing in response to reading (including writing summaries and taking essay examinations) is provided because these are vital academic survival skills and because of the strong reading-writing link. This chapter includes 11 previously published essays, many of which are followed by questions and writing assignments (at both the paragraph and the essay level). Earlier sections of the text treating methods of development are cross-referenced to the essays so students can study professional pieces in addition to student models.
- ***Information on writing with a computer***
- ***Personal Editing Profile*** Appendix I helps students construct personal editing profiles so they become sensitive to their patterns of error and thus edit more effectively.
- ***Problem-Solving Guide*** Appendix II, which offers suggestions for working through writing problems, is a ready reference for students who get stuck along the way.

- *Ten Tips for ESL Students* Appendix III offers helpful hints to students who speak English as a second language.
- *Answers to Pretests* Appendix IV provides answers to the pretests, so students can determine their level of competence with each point of grammar discussed.

FEATURES NEW TO THIS EDITION

The fourth edition of *Progressions* includes many important new features, providing increased support for the developing writer, including

- more exercises that require students to revise and edit full paragraphs
- a chapter of 11 paragraphs that require students to eliminate more than one kind of error
- a new student work in progress in Chapter 2
- a sample journal entry
- new material on possessive pronouns and an expanded pronoun chart
- an appendix of tips for ESL students
- fresh material to replace many exercises, professional readings, and student writings
- writing assignments based upon provocative photographs in Chapter 4

ORGANIZATION OF THE BOOK

Progressions is organized to provide students with a comfortable sequence of instruction. At the same time, instructors can easily work out of sequence should they desire.

The writing process is treated first in Chapters 1 and 2 so students begin with an awareness of the stages of writing and procedures they can follow. Paragraph structure is treated in Chapter 3. Here students learn about the topic sentence; adequate, specific, relevant detail; and supporting generalizations. Chapter 4 treats methods of development at the paragraph level. For each method of development—narration, description, illustration, process analysis, definition, comparison and contrast, cause-and-effect analysis, classification, and persuasion—the following features appear: student samples, discussion of rhetorical and structural features, a checklist to use during revision, a writing assignment, and prewriting tips.

Chapter 5 treats the essay. It explains essay structure and describes a way to plan the essay. Also, a checklist is provided to aid students as they revise. Ten student essays are included, several of which are expansions of student paragraphs that appeared earlier. These essays illustrate the methods of development described in Chapter 4. A writing assignment and tips for handling the essay appear as well.

Chapters 6, 7, 8, 9, and 10 deal with effective sentences. Discussions are jargon-free, but enough terminology is provided that students become familiar with key terms. Exercises occur frequently to provide ample practice.

Chapters 11–14 treat grammar and usage. Discussions are preceded by pretests and followed by post tests. Explanations are kept as simple and jargon-free as possible; however, enough terminology appears that students become familiar with key terms. Exercises occur frequently for ample practice, and students are often given specific strategies for finding and correcting errors.

Chapter 15 gives students practice editing paragraphs for more than one kind of error.

Writing in response to reading is the focus of Chapter 16. Here students learn active reading; steps are presented and explained so students learn specific reading techniques. A published essay that has been annotated is provided as an example of how to mark a text during active reading. Six previously published essays appear, so students can practice active reading. Each of these is preceded by headnotes and glosses of difficult vocabulary and followed by questions on content and structure. Each reading is also followed by three paragraph-length writing assignments and three essay-length writing assignments. Chapter 16 also treats summary writing. Specific procedures for writing a summary are given, so students have a specific strategy for approaching this task. Three published essays appear, for students to summarize for practice. Finally, Chapter 16 teaches students how to write effective essay examination answers.

ACKNOWLEDGMENTS

For their help with revising the fourth edition, I gratefully acknowledge the following reviewers: Theresa L. Baumgartner, Butler County Community College; Mary M. Greene, Tidewater Community College; Pamela S. Hardman, Cuyahoga Community College; Thomas F. Richards, Clackamas Community College; Patricia Richardson, Tidewater Community College; Rachel Schaffer, Montana State University at Billings; and Chloe Warner, Polk Community College. Their sensitive reading of the manuscript and their informed counsel provided substantial aid.

And to Denny, Greg, and Jeff: thank you, guys, for your understanding and support. You're the best.

Contents

Preface xiii

ONE THE WRITING PROCESS

Chapter 1 The Writing Process: Planning—Writing—Rewriting 1

Planning Your Writing: Generating Ideas	2
Listing	2
Brainstorming	6
Clustering	8
Freewriting	11
Keeping a Journal	14
Working Together: Generating Ideas	16
Tips for Generating Ideas	17
Planning Your Writing: Establishing Audience and Purpose	17
Tips for Identifying Audience and Purpose	19
Planning Your Writing: Ordering Ideas	20
Chronological Order	20
Spatial Order	20
Emphatic Order	21
Combining Orders	21
Deciding on an Effective Order	22
Tips for Ordering Ideas	22

Using Transitions	25	
Writing Your First Draft	27	
Tips for Writing the First Draft	27	
Rewriting: Revising Your First Draft	28	
Revision Concerns	29	
Tips for Revising	29	
Working Together: Reader Response	30	
Reader Response Sheet	31	
Rewriting: Editing Your Draft	33	
Editing Concerns	33	
Tips for Editing	34	
Rewriting: Proofreading Your Final Copy	35	
Tips for Proofreading	36	
Writing with a Computer	36	
Chapter 2	An Essay from Start to Finish	38
Planning: Generating Ideas	38	
Planning: Establishing Audience and Purpose	40	
Planning: Ordering Ideas	40	
Writing the First Draft	40	
Rewriting: Revising the First Draft	42	
Rewriting: Revising and Editing the Draft	45	
Writing Assignment	47	
TWO	THE PARAGRAPH	
Chapter 3	Paragraph Basics	51
A Sample Paragraph	52	
The Topic Sentence	54	
Writing Effective Topic Sentences	55	
The Supporting Details	59	
Adequate Detail	60	
Specific Detail	62	
Use Specific Words	63	
Follow General Statements		
with Specific Statements	68	
Relevant Detail	71	
The Closing	74	
A Paragraph Checklist	75	
Writing Assignment	76	
Tips for Writing Your Paragraph	77	

Chapter 4	Ways to Develop Paragraphs	80
Narration	81	
A Sample Narrative Paragraph	81	
The Topic Sentence	82	
Supporting Details	84	
Transitions That Signal Chronological Order	85	
Checklist for a Narrative Paragraph	86	
Writing Assignment	87	
Tips for Planning Your Narrative Paragraph	88	
Description	88	
A Sample Descriptive Paragraph	88	
The Topic Sentence	89	
Supporting Details	90	
Transitions That Signal Spatial Order	91	
Checklist for a Descriptive Paragraph	93	
Writing Assignment	93	
Tips for Planning Your Descriptive Paragraph	94	
Illustration	94	
A Sample Illustration Paragraph	95	
Supporting Details	96	
Transitions That Signal Illustration, Addition, and Emphatic Order	97	
Checklist for an Illustration Paragraph	99	
Writing Assignment	100	
Tips for Planning Your Illustration Paragraph	100	
Process Analysis	101	
A Sample Process Analysis	101	
The Topic Sentence	102	
Supporting Details	103	
Transitions That Signal Chronological Order	104	
Checklist for a Process Analysis	106	
Writing Assignment	106	
Tips for Planning Your Process Analysis	106	
Definition	107	
A Sample Definition Paragraph	107	
The Topic Sentence	108	
Supporting Details	109	
Checklist for a Definition Paragraph	111	
Writing Assignment	112	
Tips for Planning Your Definition Paragraph	112	
Comparison and Contrast	113	
Sample Comparison and Contrast Paragraphs	114	
The Topic Sentence	115	
Supporting Details	116	

Ordering Supporting Details	116
Transitions That Signal Comparison and Contrast	118
Checklist for Comparison and Contrast	121
Writing Assignment	121
Tips for Planning Your Comparison and Contrast	122
Cause-and-Effect Analysis	122
Sample Cause-and-Effect Analyses	123
The Topic Sentence	124
Supporting Details	125
Transitions That Signal Effect	127
Checklist for Cause-and-Effect Analysis	130
Writing Assignment	130
Tips for Planning Your Cause-and-Effect Analysis	130
Classification	131
A Sample Classification Paragraph	132
The Topic Sentence	133
Supporting Details	133
Checklist for a Classification Paragraph	138
Writing Assignment	139
Tips for Planning Your Classification Paragraph	139
Persuasion	140
A Sample Persuasive Paragraph	140
The Topic Sentence	141
Supporting Details	142
Checklist for a Persuasive Paragraph	145
Writing Assignment	146
Tips for Planning Your Persuasive Paragraph	146

THREE THE ESSAY

Chapter 5 Writing an Essay 149

The Parts of an Essay	150
A Sample Essay	151
The Introduction	152
The Lead-in	152
The Thesis	153
Supporting Paragraphs	155
The Topic Sentence	155
Supporting Details	155
The Conclusion	159
Planning the Essay with an Outline Map	161
Student Essays to Study	165
“A Deadly Afternoon”	165

“My Place of Solitude”	166
“One Step Forward and Two Steps Back”	167
“Making Money with a Garage Sale”	168
“Runner’s High”	170
“Identical but Different”	171
“What Happened When I Quit Smoking”	172
“Different Kinds of Shoppers”	173
“Nine Is Too Young”	175
Checklist for an Essay	176
Writing Assignment	176
Tips for Writing an Essay	177

FOUR EFFECTIVE SENTENCES

Chapter 6 Identifying Subjects and Verbs 179

Subjects and Verbs	179
Identifying Verbs	180
Action Verbs, Linking Verbs, and Helping Verbs	182
Sentences with More Than One Verb	185
Identifying Subjects	187
Sentences with Prepositional Phrases	188
Sentences with Inverted Order	190
Sentences with Understood Subjects	191
Sentences with More Than One Subject	192

Chapter 7 Writing Effective Sentences 196

Identifying Clauses	196
Two Kinds of Clauses	197
Tip for Identifying Clauses	198
Coordination: Method I	199
Coordination: Method II	205
Subordination: Method I	212
Subordination: Method II	217
Sentence Variety	222
Begin with One or Two <i>-ly</i> Words	222
Begin with an <i>-ing</i> Verb or Phrase	225
Begin with an <i>-ed</i> Verb or Phrase	228
Begin with a Prepositional Phrase	231
Parallelism: Words in Series and Pairs	235
Parallelism: Pairs of Conjunctions	239
Using Transitions	241

Chapter 8	Avoiding Sentence Fragments	247
	Fragments That Result from Missing Subjects	248
	Fragments That Result from Incomplete Verbs	251
	Fragments That Result from Missing Subjects and Verbs	254
	Fragments That Result from Lack of Completeness	257
	Tips for Finding Sentence Fragments	260
Chapter 9	Avoiding Run-on Sentences and Comma Splices	262
	Correcting Run-ons and Comma Splices with a Period and Capital Letter	263
	Correcting Run-ons and Comma Splices with a Semicolon	265
	Correcting Run-ons and Comma Splices with a Comma and Coordinating Conjunction	267
	Warning Words	269
	Tips for Finding Run-on Sentences and Comma Splices	270
Chapter 10	Choosing Words Carefully	272
	Specific Word Choice	272
	Tip for Specific Word Choice	273
	Simple Word Choice	273
	Vocabulary Building	275
	Finding Words to Learn	275
	Learning New Words	276
	Idioms	277
	Frequently Confused Words	279
	Slang	296
	Clichés	297
	Wordiness	299
	Double Negatives	302
	Spelling	303
	Tips for Improving Your Spelling	304
	Spelling Rules	304
	Frequently Misspelled Words	310
	The Hyphen	310

FIVE GRAMMAR AND USAGE 313

Chapter 11 Using Verbs Correctly 313

Verb Forms	313
Regular Verb Forms	314
Irregular Verb Forms	321
Verb Forms for <i>Be</i> , <i>Have</i> and <i>Do</i>	331
Subject-Verb Agreement	338
Making Subjects and Verbs Agree	339
Compound Subjects	341
Collective Nouns	343
Indefinite Pronouns	343
Phrases between the Subject and Verb	345
Inverted Order	346
<i>Who</i> , <i>Which</i> , <i>That</i>	347
Tense Shifts	350
Avoiding Inappropriate Tense Shifts	351

Chapter 12 Using Pronouns Correctly 354

Pronoun-Antecedent Agreement	355
Compound Subject Antecedents	357
Collective Noun Antecedents	358
Indefinite Pronoun Antecedents	359
Using Nonsexist Language	361
Phrases after the Antecedent	363
Tips for Solving Pronoun-Antecedent Problems	364
Pronoun Reference	365
Unclear Reference	366
Distant Reference	367
Unstated Reference	368
Tips for Solving Problems	
with Pronoun Reference	370
Subject, Object, and Possessive Pronouns	372
Choosing Subject and Object Pronouns	
in Compounds	375
Tip for Selecting Pronouns in Compounds	376
Choosing Subject and Object Pronouns	
with Appositives	378
Choosing Subject and Object Pronouns	
in Comparisons	379
Person Shift	381

Chapter 13	Modifiers	387
	Adjectives and Adverbs	388
	-ly Adverbs	389
	<i>Good/Well</i>	391
	Comparative and Superlative Forms	392
	Dangling Modifiers	396
	Tip for Finding Dangling Modifiers	397
	Misplaced Modifiers	398
Chapter 14	Capitalization and Punctuation	400
	Capitalization	400
	Using Capital Letters	401
	Punctuation	406
	Ending Sentences	406
	The Period, Question Mark, and Exclamation Point	407
	Using Commas	409
	Dates, Places, and Addresses	410
	Words, Phrases, and Clauses in a Series	411
	Coordination	413
	Introductory Words, Phrases, and Clauses	414
	Interrupters	416
	Coordinate Modifiers	418
	Direct Address	419
	Direct Quotations	420
	Using Semicolons	421
	Semicolons to Separate Main Clauses	422
	Semicolons with Items in a Series	423
	Using Colons, Parentheses, and Dashes	424
	The Colon	425
	Parentheses	427
	Dashes	427
	Using Apostrophes	429
	Apostrophes for Possession	429
	Apostrophes for Contractions	432
	Other Uses for the Apostrophe	434
	Using Quotation Marks	436
	Quotation Marks with Exact Spoken or Written Words	436
	Quotation Marks with Short Published Titles	439
Chapter 15	Sentence Skills Workshop	442

SIX FROM READING TO WRITING**Chapter 16 Writing in Response to Reading 453**

Active Reading	454	
How to Be an Active Reader	455	
Step 1—Surveying	455	
Step 2—Uninterrupted Reading	455	
Step 3—Studied Reading	456	
Step 4—Testing Yourself	456	
A Sample Active Reading	456	
“Students in Shock”	457	
“On Being 17, Bright, and Unable to Read”	461	
“My Way!”	466	
“Living with My VCR”	470	
“Green Frog Skin”	475	
“The Company Man”	479	
“Playing to Win”	483	
Writing a Summary	487	
The Characteristics of a Summary	487	
A Sample Summary	490	
“If You Had to Kill Your Own Hog”	491	
How to Write a Summary	493	
Three Essays to Summarize	495	
“Language and Culture”	496	
“Abortion, Right and Wrong”	499	
“Black Men and Public Space”	502	
Writing Essay Examination Answers	505	
How to Take an Essay Examination	505	
Test-Taking Tips	507	
Two Answers to Study	508	

APPENDICES

Appendix I	Personal Editing Profile	511
Appendix II	A Problem-Solving Guide	513
Appendix III	Ten Tips for ESL Students	516
Appendix IV	Answers to Pretests	522
Index		525

PART PART PART ONE

THE WRITING PROCESS

CHAPTER 1

The Writing Process: Planning—Writing—Rewriting

Successful writers rarely produce their work in one quick sitting. Instead, most successful writers (even professional ones) work through three stages. Stage one is the *planning stage*, when writers consider what they want to say and the order they want to say it in. Stage two is the *writing stage*, when writers first put their ideas down in composition form. (Another name for this stage is *drafting*.) Stage three is the *rewriting stage*, when writers shape and refine the draft they produced during stage two.

You too should learn to work through several stages. Do not expect your writing to roll off your pen or pop off the keys in perfect form. Instead, expect to work and rework a piece as you gradually shape it to a satisfying finished product. Remember, this gradual shaping in a series of stages is how the writing process works.

The stages of writing are

1. planning
2. writing
3. rewriting