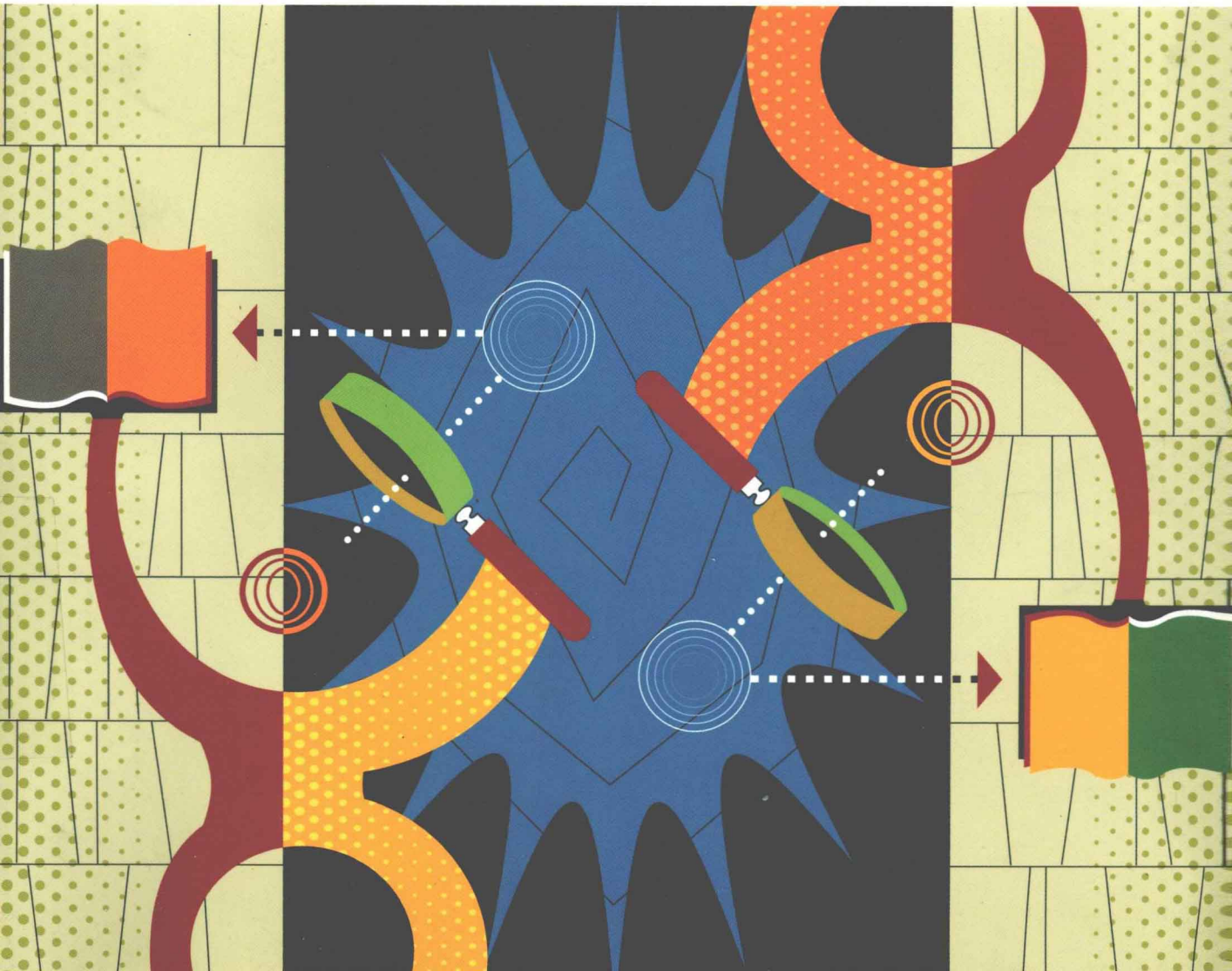


EIGHTH EDITION

Writing,
READING,
& RESEARCH

RICHARD VEIT • CHRISTOPHER GOULD





WRITING, READING, AND RESEARCH

EIGHTH EDITION

Richard Veit

Christopher Gould

University of North Carolina Wilmington



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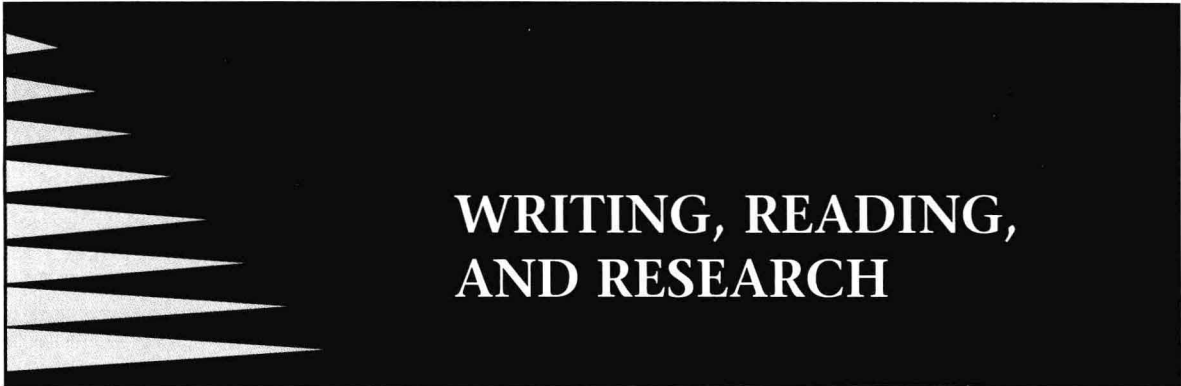
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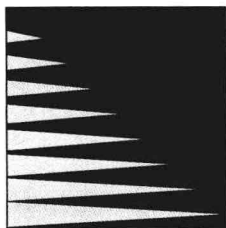
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**WRITING, READING,
AND RESEARCH**



To the Instructor

Writing, Reading, and Research, Eighth Edition, reflects the assumption that the three activities in its title are central to a college education. Every college student must be able to access information and ideas, analyze and synthesize them, and communicate the resulting knowledge to others.

Moreover, writing, reading, and research are so closely and symbiotically related that they should be studied together. We believe that the research paper should not be seen (though it often is) as one among many isolated writing tasks, distinguished chiefly by its intricate search protocols and citation formats. Research, in the broader sense that we envision, includes activities both large and small. Every task involving sources is a research activity, whether it be reading a textbook, using a library, searching the Internet, asking questions, taking notes, or writing a summary analysis in response to an essay-exam question. A textbook, as we see it, should reflect this inclusive definition, engaging students in the rewards and excitement of research writing while preparing them to do it well.

It follows that students need to develop and refine the many skills involved in college research. Writing an essay based on library sources, for example, employs a wide range of skills that, in our experience, many first-year college students have not yet mastered. Most basic of all is active critical reading. Students need to employ efficient strategies to read with perception and understanding, to analyze and critique what they read, and to make productive use of the information and ideas that arise from their reading.

For these reasons, we believe that writing, reading, and research skills should be taught and practiced together. A composition course that prepares students for the tasks they will actually face during their college and professional careers can and should be a unified whole. That unity is the principle that informs this book.

Developing skills in writing, reading, and research is a process that can be divided into successive stages. We have attempted to take a common-sense approach to this process by introducing concepts sequentially. Although each chapter has its own integrity, each also builds on the concepts developed in preceding chapters.

In general, our book moves from simpler to more complex tasks—from working with a single source to connecting multiple sources, from comprehension to

analysis and critique, from paraphrase and summary to synthesis—before presenting the more advanced and creative aspects of writing, reading, and research.

We have pursued several specific goals in writing this book:

- Broadening the traditional notion of undergraduate research
- Presenting the process of research in a practical sequence
- Blending the best features of a theoretically informed rhetoric, an interdisciplinary reading anthology, and a research guide
- Creating a text that instructors will find serviceable as a teaching resource and that students will find lively, readable, and instructive as a guide to research writing
- Supplementing assignments with student responses, illustrating the processes that lead to a finished product
- Providing helpful and engaging exercises, frequent opportunities to write, and many occasions for discussion and critical response.

New to This Edition

The guided, sequential approach—always the hallmark of this textbook—remains intact in this edition, as does the abundance of examples, activities, and sample student papers. As always, however, we have tried to provide new tools and resources for students. In this edition, we have adopted and explained all the many changes in the latest MLA format for citing sources. We have also included more than a dozen new readings that provide flexible, contemporary resources for assignments, as well as six student samples. Introductions to writing, reading, and research, previously covered in Chapter 1, have been separated into two chapters. Chapter 4, “Reading for the Main Idea,” contains a new section, “Questioning Implications,” which fortifies coverage of strategies for critical thinking. Finally, a wealth of new exercises appears throughout the book to provide expanded opportunities for student practice.

Supplements

An extensive instructor’s manual offers suggestions for using *Writing, Reading, and Research* in the classroom. It provides an overview of each chapter and suggested assignments, along with responses to the in-text exercises and the questions that follow the end-of-chapter readings.

Acknowledgments

Our greatest debt is to our students, from whom we have learned most of what we know about teaching composition. In particular, we wish to thank Tracy LaFon, Bob Tenant, and all the other student writers who shared their notes and experiences in this edition.

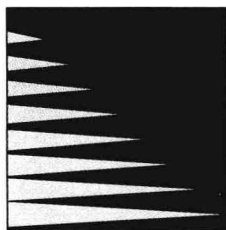
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RICHARD VEIT
CHRISTOPHER GOULD



**WRITING, READING,
AND RESEARCH**



Contents

To the Instructor xv

PART I: WRITING, READING, AND RESEARCH 1

1 INTRODUCTION TO WRITING AND RESEARCH 3

Writing 4

Writing Habits and Strategies 4

Audience and Purpose 8

STUDENT WRITING 10

“It’s Not about Looking Cute” by Carolee Winter 10

Prewriting 23

Composing a First Draft 28

Guidelines: Peer Review 29

STUDENT WRITING 30

“A Night at the Roller Derby” by Carolee Winter 30

Peer Review 42

Revising 43

Editing and Proofreading 45

Developing Your Own Writing Routines 45

*Guidelines: Writing an Essay That Incorporates Primary
Research* 46

Research 47

READING SELECTION 49

“The Holly Pageant” by Lavonne Adams 49

Freewriting 53

Review Questions 54

Discussion Questions 54

Writing 54

ADDITIONAL READINGS	54
“Passage to Manhood” by Fred D. McGhee II	54
“The Price of Parsimony” by Adrian Nicole LeBlanc	57
About the Rest of This Book	59
2 INTRODUCTION TO READING	60
Reading Habits and Strategies	60
Interpreting Texts	61
Audience	61
Tacit Knowledge	63
Context	63
Efferent and Aesthetic Approaches to Reading	64
Responding to Reading	65
Reading Response Groups	67
PRACTICE READING	69
“A Short History of Love” by Lawrence Stone	69
STUDENT WRITING	71
Janet’s Freewriting	71
Alex’s Freewriting	72
Agnes’s Freewriting	74
<i>Guidelines: Group Work</i>	76
READING SELECTION	78
“The Future of Reading” by Steven Levy	78
Freewriting	82
Review Questions	82
Discussion Questions	82
Writing	82
3 STRATEGIES FOR READING	83
Inferences	83
Context	84
Strategies for Understanding	87
Surveying a Text	88
Prereading	88
“Study Hard and You, Too, Can Deliver Pizza.” by Kathy Kallenbach Clark	89
Responding to Textual Clues	91
Recognizing Transitions	93
Reading with a Pencil	96
PRACTICE READING	96
“Relationships with Maturing Children” by Diane E. Papalia, Sally Wendkos Olds, and Ruth Duskin Feldman	96
<i>Guidelines: Annotating and Underlining for Recall</i>	98

PRACTICE READING	100
“Keeping Parents off Campus” by Judith R. Shapiro	100
Annotating to Stimulate Response	101
PRACTICE READING	101
“Some Geography, Some History” by Wallace Stegner	101
PRACTICE READING	104
“The Dehydrated States of America” by John Ibbitson	104
Keeping a Reading Journal	107
PRACTICE READING	108
“From Zen and the Art of Motorcycle Maintenance” by Robert Pirsig	108
<i>Checklist: Reading Strategies</i>	112
READING SELECTIONS	113
“Learning How to Learn” by Glenn C. Altschuler	113
“Adapting to College Life in an Era of Heightened Stress” by Glenn C. Altschuler	115
Freewriting	117
Group Work	118
Review Questions	118
Discussion Questions	118
Writing	118
ADDITIONAL READINGS	119
“The Challenge of First-Generation College Students” by Roland Merullo	119
“Pressure and Competition” by Richard Kadison and Theresa Foy DiGeronimo	124
4 READING FOR THE MAIN IDEA	131
General and Specific Categories	131
Deductive and Inductive Organization	133
Thesis Statements and Topic Sentences	136
Identifying Topic Sentences	136
Restating the Main Idea	138
Paragraphs with Implied Main Ideas	139
Detecting Implications	141
Questioning Implications	144
A Further Comment on Paragraphs	146
READING SELECTION	148
“Girls Just Want to Be Mean” by Margaret Talbot	148
Freewriting	152
Group Work	152
Review Questions	152

Discussion Questions	152
Writing	153
ADDITIONAL READING	153
“Listening to Boys’ Voices” by William Pollack	153
5 PARAPHRASING	156
Paraphrase as a Reading Strategy	156
Using Paraphrase in Writing	158
Paraphrasing for a Different Audience	159
Paraphrasing an Argument	172
Paraphrasing in Research Papers	175
<i>Guidelines: Effective Paraphrasing</i>	178
READING SELECTION	178
“Another Day, Another Indignity” by Barbara Ehrenreich	179
Freewriting	180
Group Work	180
Review Questions	180
Discussion Questions	180
Writing	181
ADDITIONAL READING	181
“Who Moved My Ability to Reason?” by Barbara Ehrenreich	181
6 SUMMARIZING	184
Summary and Paraphrase	185
Writing Summaries	186
<i>Guidelines: Summarizing Longer Passages</i>	187
PRACTICE READING	188
“Stereotyping: Homogenizing People” by J. Dan Rothwell	188
Uses of Summary	192
Summarizing an Argument	192
Summarizing in Research Papers	194
<i>Guidelines: Effective Summarizing</i>	199
READING SELECTION	199
“What Meets the Eye” by Daniel Akst	200
Freewriting	207
Group Work	208
Review Questions	208
Discussion Questions	208
Writing	208
ADDITIONAL READINGS	209
“The Great Sorority Purge” by Jerry Adler, Raina Kelley, and Hilary Shenfeld	209
“Fat Gregg Is Dead” by Gregg Paz	210

7 SYNTHESIZING	211
A Brief Summary Report	211
PRACTICE READING	211
“Readings on Thomas Kinkade” by Brooke Cameron, Karal Ann Marling, and Mark Pohlada	211
PRACTICE READING	215
Gallery of Accucations: New Wave of Gallery Owners Allege Fraud by Thomas Kinkade. by Brad A. Greenberg	215
<i>Guidelines: Writing a Brief Summary Report</i>	217
An Objective Report on Sources	220
PRACTICE READINGS	221
“Reagan Deserves Landmarks” by Jim Martin	221
“ <i>The Rename Game</i> ” by E. J. Dionne	222
The Obligation of Acknowledging Sources	225
The List of Works Cited	226
Parenthetical Notes	230
READING SELECTION	231
“Service Learning” by Kay S. Hymowitz	231
Freewriting	233
Group Work	234
Review Questions	234
Discussion Questions	234
Writing	234
ADDITIONAL READING	234
“Serve or Fail” by Dave Eggers	235
“Learning Outside of School: Service to the Community Lends Meaning to Education” by Tracey Wong Briggs	237
8 ANALYZING TEXTS	240
Analyzing the Parts	241
Purpose	241
Audience	244
Main Idea	250
Development	252
Organization and Coherence	257
Writing a Brief Reading Analysis	262
PRACTICE READING	262
“Ernie’s Nuns’ Are Pointing the Way” by Molly Ivins	262
READING SELECTION	266
“Opening Ourselves to Unconditional Love in Our Relationships with Students” by Sara Hopkins-Powell	266

Freewriting	269
Group Work	269
Review Questions	269
Discussion Questions	269
Writing	270
ADDITIONAL READINGS	270
“Crossing the Fine Line between Teacher and Therapist” by M. Garrett Bauman	270
“Hollywood Goes to School” by Adam Farhi	273
9 BEGINNING A RESEARCH PROJECT	277
The Research Paper	277
Primary and Secondary Research	278
Benefits of Doing Research	279
Learning an Essential Skill	279
Contributing to Scholarship	280
Gaining Personal Knowledge	280
The Research Process	281
A Research Assignment	281
The Finished Product	284
A Sample Standard Research Paper	284
STUDENT WRITING	285
“The Great Digital Shift in Music” by Robert Tenant	285
A Sample Personal Research Paper	299
STUDENT WRITING	300
“Human Papilloma Virus (HPV): The Most Common Sexually Transmitted Disease” by Tracy LaFon	300
Your Research Schedule: Planning in Advance	315
A Research Notebook	316
Your Research Topic	317
Generating Ideas	318
Brainstorming	318
Developing an Idea: Clustering	322
10 TOOLS FOR FINDING SOURCES	326
Beginning Your Research	326
Your Campus Library	327
Electronic Resources	328
Networks	328
Using Your Library’s Research Tools	329
Finding Books and Other Library Holdings	330
Encyclopedias and Other General Reference Works	335