



# The Writer's Workplace with Readings

THIRD EDITION

Sandra Scarry • John Scarry



# THE WRITER'S WORKPLACE

*with Readings*

Third Edition

## Building College Writing Skills

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# PREFACE

## Overview

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*The Writer's Workplace with Readings*, third edition, offers a complete writing program for the student who needs additional preparation not only for the present demands of college writing assignments but also for the future demands of the workplace. Each chapter in the book gives the student writer a solid foundation for a thorough understanding of the writing process. The student is invited to explore, step-by-step, each element of good writing, beginning with prewriting techniques and proceeding to grammatically correct sentences, correct word choice, effective paragraphs, and ending with the complete college essay, all the while enjoying a feeling of security and control.

The book is a flexible tool for the teacher and an engaging resource for the student. Instructors may begin their work in virtually any chapter, depending on the needs of the class. Students will find themselves learning sentence, paragraph, or essay skills, as they work from models with compelling content.

An important goal of *The Writer's Workplace with Readings* is to focus on the benefit of collaborative learning. Group activities are designed to encourage critical thinking and appreciation for the ideas of others. Finally, it's attention to the two-fold need of the student writer that leads to the effectiveness of this book. First, the emphasis on process writing nurtures the student's creativity and individuality in the planning and drafting stage. And, at the same time, the book places importance on the mastery of basic writing skills so that the student is able to revise and edit. Teachers of writing and their students should feel assured that *The Writer's Workplace with Readings* is a rich resource they can use with confidence and success.

## The organization of *The Writer's Workplace with Readings*

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### Step 1 Looking at the whole

This section introduces the student to the writing process, focusing on short activities that immediately involve the student in journaling, brainstorming, and editing for unity.

### Step 2 Creating effective sentences

This section helps students understand a fundamental issue in student writing: the difference between a complete sentence and a fragment or run-on. Instructors will find this sentence building section one of the most comprehensive treatments available, with its multiple practices on each topic so all students have full opportunity to succeed. Furthermore, most of the practices are written in continuous discourse; that is, all the sentences within an exercise explore a single subject. This will interest students in the content as they learn the fundamentals for writing clear and complete sentences.

### Step 3 Understanding the power of words

Choosing the correct word can include knowing the difference between *its* and *it's* or understand why the word *kid* is considered slang and usually inappropriate for formal writing. This section is intended as an enjoyable but challenging series of lessons in the use of precise and appropriate language. Working in this section will heighten student awareness of the impact that word choice always has on a piece of writing.

### Step 4 Creating effective paragraphs

This section has been described by users as the heart of the book. It is here that students learn to take the mystery out of paragraph construction and to explore the many rhetorical modes for developing these building blocks of the essay. Far from inhibiting students with complicated instructions, this section actively teaches students each element of a particular rhetorical mode. The practice activities in this part of the book are done in the context of outstanding models that inspire students to include specific details in their own writing. As instructors know very well, specific details make all the difference between effective or ineffective student writing.

### Step 5 Structuring the college essay

The final goal of most writing programs is to give students an understanding of how to construct an essay that contains a clear thesis statement, fully developed support paragraphs, and a logical conclusion. This section of the book builds on the student's grasp of sentence mechanics and paragraph development, skill taught in the preceding sections, and then adds the more demanding requirements of a longer piece of writing: organizing material, writing the thesis statement and the introduction, making transitions between ideas, building paragraphs, using outside sources, and coming to an appropriate conclusion. This section concludes with the most challenging assignment, composing the persuasive essay, a form that demands careful logic and critical thinking.

### Additional readings

Although the book is filled with wonderful examples of professional writing that illustrate the work of different lessons and assignments, the book also includes fourteen additional readings, allowing the instructor a wider range of essays from which to choose. These selections were carefully chosen to serve as additional models of the rhetorical modes taught.

### The Working Together feature

The Working Together feature that concludes every chapter offers a variety of activities that encourage students to enter into the collaborative process. Announced by a lively illustration and brief or provocative text, this feature asks students to brainstorm, plan, and write about issues of importance in school and in society. Interesting real-life writing projects such as the resume, the survey, or the newspaper editorial are the focus for group discussion and individual writing responses.

## **New to *The Writer's Workplace with Readings*, third edition**

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The authors have listened to the many comments and suggestions from both students and instructors who have used previous editions of the book. The following new features reflect our response to these helpful suggestions.

## New to the book's contents

- Many of the Working Together activities are new or revised. These activities focus on engaging students in lively discussion that lead to writing assignments. The topics for these assignments deal with current issues and concerns that students will find useful in other college courses or they are directly connected to the world of work.
- Beginning in the first chapter, there is an increased emphasis on the development of the portfolio, a useful record students can bring with them to their next writing course.
- A new section on Parts of Speech has been added to the second chapter.
- More student essays provide opportunities for critical analysis of writing that is closer to the reality of classroom work than some of the professional models.
- New model essays are included to spark reaction on provocative topics.
- Several new photos and graphics add more visual interest.
- Among the fourteen additional readings are several new selections, chosen for their high interest, cultural diversity, and suitability as models for teaching writing skills and rhetorical modes covered in earlier chapters.

## New to the book's design

- Symbols in the margins alert readers whenever one of the following topics is discussed:  
Portfolio Reminders  
Work Related Issues  
Computer References
- Exercises are numbered sequentially within each chapter for easy location.
- The quick-reference chart on combining clauses, located on the inside front cover, has a new, more readable design.
- The material from chapter eight of the second edition has now been divided and expanded into two chapters: the first is devoted to pronouns, the second to parallel structure and modifiers.
- The order of chapters covering description and narration has been reversed so that narration occurs first.
- An additional rhetorical table of contents now includes paragraphs and essays found throughout the text.

## Ancillary materials

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*The Writer's Workplace with Readings* is accompanied by one of the most extensive supplementary packages ever. This unique set of materials includes:

*Annotated Instructor's Edition* with the answers to all the exercises included for the ease of the instructor's classroom use.

*The Resource Manual*, written by J'laine Robnolt of Westark Community College, contains helpful suggestions for the instructor about developing a syllabus and includes sample syllabi for both sixteen week and ten week semesters.

Instructors will also find additional group exercises, essay prompts, and journal exercises. Also included are essays written by leaders in their fields on important topics such as using tutors in developmental writing, helping students with learning disabilities, taking advantage of the internet, and guidance on the use of the portfolio approach.

*The Exercise and Test Book*, written by Elisa Affanato of Camden County College, contains one-sided perforated pages of diagnostic tests, grammar exercises, and mastery tests of grammar topics covered in *The Writer's Workplace with Readings*. Answers are provided at the end of the book so that students and tutors may work independently with this material if desired.

*The Culture and Grammar Software Series* is a series of software programs that teach students basic grammar in a cultural context. Each new program introduces an author and his or her work, along with the culture's music, art, and other literature, while showing students both how to improve their grammar and to become aware of different cultures. Titles in the series include the following:

Title	Grammar Topic
Harlem Renaissance I	Fragments
Harlem Renaissance II	Subject-Verb Agreement
New Mexican Culture	Pronoun-Antecedent Agreement
Miami-Cuban Culture	Run-On Sentences
Vietnamese American Culture	Verb Tenses
Southwest Native American Culture	Writing Style

### Other versions in The Writer's Workplace Series

In addition to the most comprehensive version, *The Writer's Workplace with Readings*, six other choices exist to accommodate an instructor's curriculum and classroom needs.

#### The Writer's Workplace, fifth edition (without readings)

This book contains the same material offered in the textbook with readings, but omits the readings for the convenience of instructors who prefer to use their own collection of readings.

#### The Three-Book Series (each volume with readings)

*The Writer's Workplace: Sentences*

*The Writer's Workplace: Paragraphs*

*The Writer's Workplace: Essays*

To accommodate a three-course sequence or courses that focus on one skill primarily, this three-book series provides the added option to tailor the material to better suit a specific course offering. The books may be used in sequence, or any one book may be used by itself. The material contained in the exercises and activities in each book are different so that while each of the three books has a sentence-level session, there is no overlap of material. Also, as the series progresses and the writing skills levels increase, the amount of material devoted to sentence-level skills decreases. Each of the three books contains fourteen readings particularly suited to the writing skills being developed in that volume of the series.

### The Two-Book Series (with Readings)

*The Writer's Workplace: Sentences to Paragraphs*

*The Writer's Workplace: Paragraphs to Essays*

To accommodate a two-course sequence, we also offer a series that divides the material into two separate texts. *The Writer's Workplace: Sentences to Paragraphs* offers the student thorough instruction in sentence construction, word choice, and paragraph writing. *The Writer's Workplace: Paragraphs to Essays* reviews sentence construction and word choice while covering in greater depth the writing of clear, coherent paragraphs leading up to full-length essays. Once again, as in the three-book series, there is no repetition of exercise materials between the two books. Although the books are designed to be used in sequence, each book can also be used by itself in any course whose emphasis matches one of these volumes.

### **Acknowledgments**

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We are deeply grateful to those individuals who have contributed to this present edition. First of all, we wish to thank J'laine Robnolt for her willingness to share her talents, her perceptions, and her student's essays with us. We also thank family and friends, among them our daughter Siobhan and our dear friends Janice Pater-son Boles, formerly of Miami Dade Community College, and Chantal Burns of the United Nations Headquarters, New York City. Their wonderful insights and ongoing support have sustained us throughout this project.

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We know how fortunate we are to have such competent and generous support, and we also realize how lucky we are as writers to find ourselves working together in harmony and agreement. All of these good circumstances have led to this latest edition of *The Writer's Workplace with Readings* along with the fifth edition of *The Writer's Workplace* and all of the ancillary materials. May those who use the book have a similar sense of gratification and success.

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