



The Heath Guide to College Writing

Brief Second Edition

*Ralph F. Voss
Michael L. Keene*

*The
Heath
Guide
to
College
Writing*

BRIEF SECOND EDITION

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藏书章

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*For our families,
and for Maxine Hairston*

Preface

The Heath Guide to College Writing, Second Edition, brings together the three most popular approaches to teaching writing:

- **The Product Approach**, which focuses on teaching qualities of the written product, an approach that has long characterized teaching writing in North America;
- **The Process Approach**, which focuses on teaching the often-recursive steps the writer follows to complete the written product, an approach that began gaining acceptance in the early 1970s; and
- **The Contextualist Approach**, which focuses on teaching the ways language used in groups shapes and creates meaning and, in that sense, shapes and creates reality.

Bringing together the best of these three approaches, we aim to build bridges between *reading* (guiding students through reader response, close analysis, and critical thinking) and *writing* (giving students practice in observing the techniques of real writers at work—writing multiple drafts, collaborating, and revising critically).

The Heath Guide to College Writing is a full rhetoric intended for use in first- and second-semester composition courses in two- and four-year colleges and universities. It emphasizes processes of composing, the traditional rhetorical triangle (writer's voice, subject, and reading audience, all attuned to purpose), development of critical skills (writing, reading, thinking), and use of the modes for invention (comparison, definition, description, etc.). *The Heath Guide* includes one hundred sample readings, plus an extensive chapter on library research and a concise handbook for grammar (this last in the hardbound edition only). Because *The Heath Guide* incorporates writing-across-the-curriculum, chapters on writing essay-test responses, reports, proposals, and preparing oral reports, and elements of business and technical communication, students using this book will develop not only as general writers but also as writers who can successfully meet the writing demands of other academic and career choices.

The distinctive structure of *The Heath Guide to College Writing* shows that reading and writing are two sides of the practice of critical thinking. Each of the seventeen chapters in Parts II, III, IV, and V begins with professional and student writing samples that students will analyze for key features, guided by questions that

follow each sample. Each chapter then leads students from responding to the reading samples, through writing and analyzing their own written responses, to producing more polished writing after reading a fully developed case study. Each case study follows a student through a typical assignment dealing with the kind of writing on which the chapter focuses, zeroing in on a specific aspect of the writing process. Each chapter concludes with suggestions for individual and group writing activities.

Each chapter in Parts II, III, IV, and V also includes these features to reinforce and extend concepts:

- **Writers' Circle**, a group writing activity tied to one of the chapter's reading selections, to reinforce chapter concepts through collaborative learning;
- **Pre- and Postreading Worksheets** linked to specific readings to reinforce students' application of critical reading skills;
- **Bridges: Another Perspective**, a brief discussion of a single reading that encourages students to make connections with other readings throughout the book and to think critically about an issue the reading raises; and
- **Writing Assignments** of a wide variety of types, including assignments that focus on critical reading, thinking, and writing.

The Heath Guide to College Writing also seeks to show writing and reading as very human experiences that take place in a very real world. Each reading, for example, comes with a biographical sketch about its author, explaining the context in which the author produced that particular work. Each of the first six parts opens with a profile of a writer discussing his or her writing, and scattered throughout the text are brief, evocative comments writers have made about their experiences with the processes of writing.

We have tried to make the structure of *The Heath Guide* clear and easy to use. Because we believe people learn to write more effectively by *doing* reading and *doing* writing, we have tried to avoid solid pages of print that simply *talk about* writing. Instead, we ask students to *get involved in writing* frequently in each chapter.

To assist instructors using this book, we have provided *The Starter Kit for The Heath Guide to College Writing*, a nuts-and-bolts guide for the first-time teacher of freshman composition (from which more experienced teachers may also gain insights); *The Teacher's Resource Manual for The Heath Guide to College Writing*, with content tailored specifically to *The Heath Guide*; *The Heath Guide to College Writing Annotated Teacher's Edition*, with page-by-page tips for teaching the content of this book; a set of overhead transparencies that illustrate key concepts from the text; and *The Heath Guide to College Writing Software Version 2.0*. All these aids are available from your D. C. Heath representative.

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As writers, we have the same feeling at the end of this long project that writers always have at the end of writing—we figure we got some things right and some things wrong. If you use this book and feel strongly about something in it, for good or for ill, drop us a line. Either way, we'd like to hear from you.

Ralph F. Voss

Michael L. Keene

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