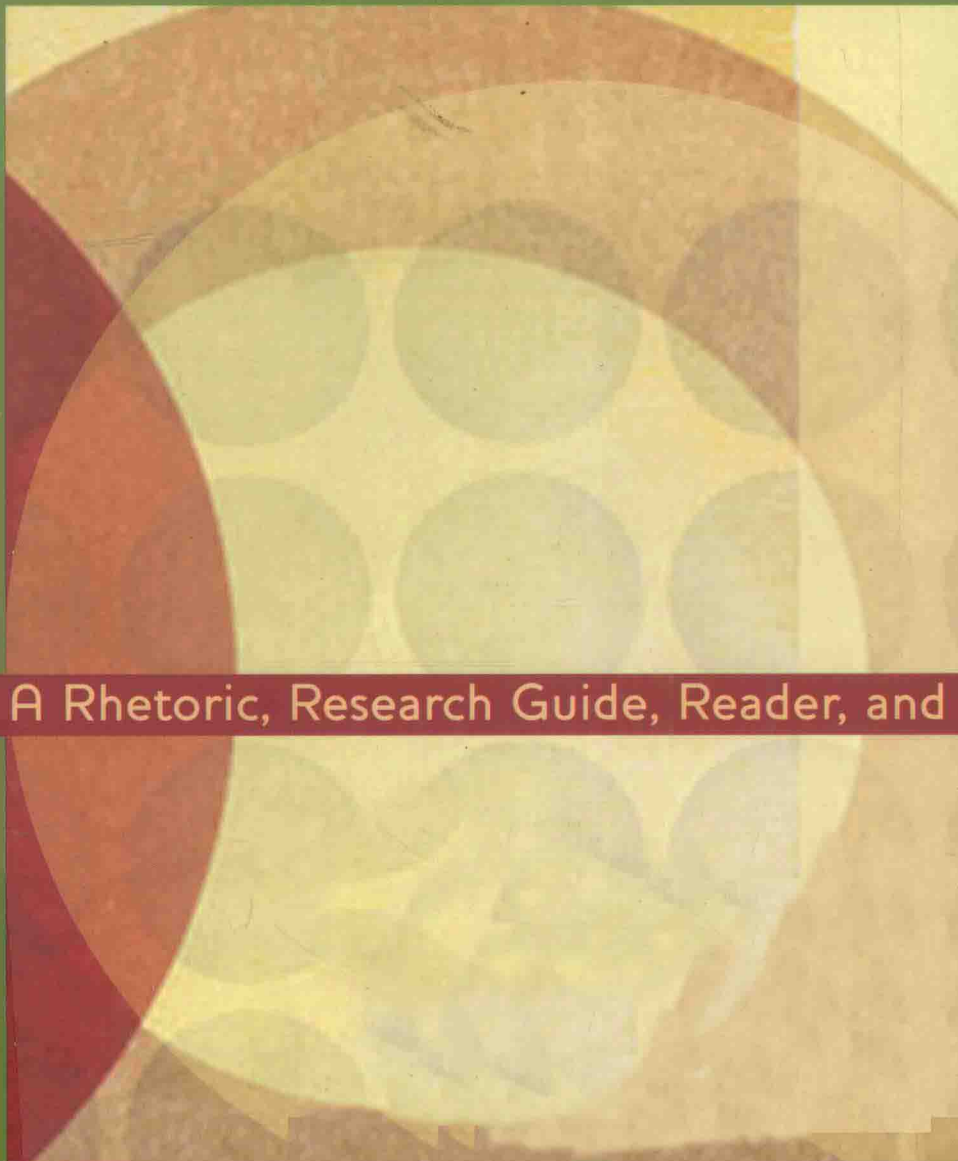


REASONING &

Betty Mattix Dietsch



A Rhetoric, Research Guide, Reader, and Handbook

WRITING
WELL

REASONING & WRITING WELL

FOURTH EDITION

A Rhetoric, Research Guide, Reader, and Handbook

Betty Mattix Dietsch

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Marion, Ohio

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Higher Education

REASONING AND WRITING WELL: A RHETORIC, RESEARCH GUIDE, READER, AND HANDBOOK

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This book is dedicated to my students, as well as the rhetoricians, composition theorists, and linguists upon whose work I build. To name them all would be impossible, but a few outstanding and influential names are in order, beginning with Aristotle (384–322 BC), who formulated rhetorical principles that are still widely used today. For his work in *Poetics*, Aristotle has been called the founder of literary criticism. Later Cicero (106–43 BC) and Quintilian (AD 40?–95?) developed and refined the process of argument.

I am also indebted to many twentieth-century critical thinkers and advocates of “plain writing,” including John Dewey, Albert North Whitehead, E. B. White, William Strunk, William K. Zinsser, Jacques Barzun, Henry F. Graff, Edwin H. Newman, John Ciardi, Theodore M. Bernstein, Edward P. J. Corbett, John Langan, Judith Nadell, and Donald Murray. I appreciate, too, the work of Linda Flower, John Hayes, and Peter Elbow in formulating the basic steps of the writing process and that of Carl Rogers in argument.

A Note to Instructors

Reading, critical thinking, and writing are essential elements of an education. Recently, public speaking and oral presentations have been added to graduation requirements by many colleges and universities. These elements, cemented by a concern for ethics, serve as a solid foundation not only to higher education but also to a successful career.

To gain credibility in the workplace, employees must be able to present their ideas cogently, convincingly, and ethically, both in writing and in speaking. Yet in a recent survey, the National Association of Colleges and Employers found that the number one lack in “college job candidates [was] good communication skills.” Debra Vargulish, college recruiter for Kennametal, Inc., said, “A lot of them don’t know what to say at all.” Although these applicants are skilled in technology, they tend to be “inarticulate,” “shy,” and unskilled in standard English (*Pittsburgh Post-Gazette* 6 Feb. 2005).

To help students meet and exceed requirements of their schools and employers, *Reasoning and Writing Well* demystifies the art of writing. Students learn to analyze the rhetorical situation and apply the four steps of the writing process. Succinct explanations and a wealth of student examples, as well as professional, show students how to sharpen their thinking and improve their writing. Workplace case studies and case problems present actual situations to consider and react to. Numerous opportunities for practice appear throughout the book. The central aims of *Reasoning and Writing Well* are to enable students to:

- Write with a purpose according to the rhetorical situation
- Consider the audience, topic, and occasion for writing
- Develop an awareness of the voice of the writer
- Read and think critically
- Interpret, evaluate, and react logically, objectively, and ethically
- Write clearly, concisely, and accurately
- Use language correctly and appropriately
- Understand and apply punctuation according to the context of a sentence
- Research a topic using a variety of print and electronic sources
- Document sources correctly and avoid plagiarism
- Improve time management skills, doing more in less time
- Give a presentation before an audience
- Prepare effective documents for a job search
- Appreciate the value of effective writing and speaking

The philosophy of *Reasoning and Writing Well*, fourth edition, is based on the belief that students at all levels of preparedness can be motivated to do their best

through encouragement and clear, logical instruction in plain English. My philosophy has been shaped by experience in the workplace, graduate education at Ohio State University, over twenty-five years of teaching and curriculum development, participation in Toastmasters International, research, and professional writing. Employers, editors, reviewers, librarians, and students have all influenced the content of this book.

PROVEN FEATURES

Four books in one, *Reasoning and Writing Well*, fourth edition, provides not only convenience and value but also comprehensive coverage and abundant learning resources. Instructors have remarked that the “author demonstrates the principles advocated,” and the text is “almost self-teaching.” Proven features include the following:

Student Friendly

Students consistently comment that the tone of the book is friendly, respectful, and encouraging and that explanations are clear and examples helpful.

Career Focus

Timely and relevant, *Reasoning and Writing Well* provides practical reasons and examples, showing why writing and speaking skills are essential to succeed in college and the workplace. In addition, thirteen case studies, based on actual incidents in the workplace, offer insight into rhetorical situations and provide topics for writing. Related activities and case problems also offer opportunities for discussion and writing. Chapters 23, 24, and 25 are presented as a “Survival Guide: Preparing for Exams, Oral Presentations, and Employment.”

In-depth Coverage of Rhetorical Strategies

The rhetorical situation is introduced in chapter 1 as integral to the writing process and is reinforced throughout the book. Students are asked to consider elements of the rhetorical situation and how the elements influence writing and speaking. Separate chapters cover each major rhetorical mode, including numerous student papers.

The Writing Process

In parts 1 and 2, step-by-step instructions explain the four stages of the writing process. These early chapters include clear, specific help for focusing ideas with topic sentences, thesis statements, purpose statements, working outlines, controlling questions, and examples.

A Unique Revision Workshop

Four chapters are devoted to the stages of revision, editing, and proofreading. Chapter 6 explains elements of effective paragraphs, including topic sentences, and shows various options for organization. An entire chapter, “Restyling Sentences,” explains the voice of verbs, phrases and clauses, conjunctions, parallelism, eliminating wordiness, and using punctuation in five basic sentence structures. Positions of emphasis and the effects of various sentence lengths are also discussed. Chapter 8, “Selecting Effective Words,” covers negative and positive words, trite phrases, jargon, abstract and concrete words, as well as sexism, racism, and ageism.

Critical Thinking, Problem Solving, and Argument Coverage

Five chapters focus on critical thinking, including the related skills of evaluation, problem solving, and argument—the most comprehensive coverage of these important academic and workplace skills available in a four-in-one composition text. Chapter 3, “Beginning to Think Critically: Accuracy and Ethics,” opens with three reasons why accuracy and truth are important. Criteria are provided for evaluating so-called facts, distinguishing inferences and value judgments from fact, and avoiding hasty generalizations. Chapter 16, “Investigating Cause and Effect,” continues this emphasis.

Chapter 17 explains Dewey’s version of the scientific method and applies problem solving to report writing and research papers. Chapter 18 shows how the classic appeals of logos, ethos, and pathos can be combined in an effective argument. Chapter 19 explains how to recognize common logical and emotional fallacies.

Critical Reading Strategies

Students are taught how to read critically, take notes, interpret, defend a position on a literary work, and write papers that react and respond to literature. The three-chapter literature unit is unusually complete. Chapters 20, 21, and 22 focus on essays, short stories, drama, and poetry. The elements of each major genre and common literary devices are explained. This unit plus the Reader with its numerous essays and short stories, along with a novel, can be used for an entire literature course. (See sample syllabi in *The Idea Book: An Orientation and Resource Manual*.)

Comprehensive Research and Documentation Coverage

The five-chapter research guide provides thorough support for students writing research-based papers or reports. Chapter 26 explains three kinds of research papers and offers help in planning. Chapter 27 affords extensive help for conducting research both in the library and on the Internet. Chapter 28 presents separate sections on the latest Modern Language Association (MLA) and American Psychological Association (APA) formatting guidelines and documentation

models. Chapter 29 explains and shows how to use sources to write research-based papers.

Included are a student outline and research paper in MLA style. Step-by-step instructions and numerous examples will help students through every stage of writing a research paper. Chapter 30 covers observation, interviews, and surveys, including a sample questionnaire, a student report of findings, and a student paper, based on observation.

Integrated Coverage of Writing and Researching on a Computer

Reasoning and Writing Well offers numerous tips and precautions to give students helpful “insider” information and alert them to possible pitfalls in writing and researching on a computer. Three Internet directories list reliable Web sites. Criteria are also provided for evaluating the reliability of Web sites.

Plentiful Student Models

Exemplary but realistic models of student writing appear throughout the book. Dozens of introductions, conclusions, outlines, and complete papers illustrate various rhetorical strategies and techniques for writing from sources.

Exceptional Learning Resources and Study Aids

In addition to the many essay assignments, *Reasoning and Writing Well* includes a wealth of resources for individual and collaborative learning: numerous guides to generating topic ideas, and abundant practice activities. Colorful study aids—checklists, guidelines, and boxes—appear throughout the text. Role plays, case studies, peer review exercises, and small group discussion guides help students strengthen their understanding of concepts and processes, analyze situations, and explore other points of view. Figures, tables, and other illustrations also help students to deepen their understanding while strengthening skills. More practice exercises and ready-to-use materials are provided in *The Idea Book: An Orientation and Resource Manual*.

Convenience and Flexibility

Chapters are arranged incrementally, yet this arrangement is flexible. Instructors can easily assign chapters in tandem with readings. Some instructors also combine composition and oral presentations (chapter 24). Others include résumé writing and letter writing (chapter 25). This book works particularly well for a two-course sequence of freshman composition and research writing. The five-chapter research guide is exceptionally complete.

Easy Access

For quick access to related readings and study skills, reference boxes appear at the ends of chapters. Colored cross-references abound in the margins. Cross-references in the Handbook will help students quickly find related examples

and explanations in the rhetoric. To avoid confusion, the MLA and APA sections are separate and easily located by contrasting color strips. Directories are included in several chapters.

All-purpose Handbook

The Handbook contains all the references most first-year students will need: parts of speech, including gerunds, infinitives, participles, and misplaced modifiers; punctuation rules; capitalization; abbreviations; numbers; spelling tips; and glossary. In addition to providing numerous examples, the Handbook cites related *chapters in the rhetoric that explain punctuation in the context of sentence structure*. (To supplement the Handbook, grammar and usage worksheets are provided in *The Idea Book: An Orientation and Resource Manual*.)

Reader, Organized by Rhetorical Modes

Convenient reference boxes at the end of each rhetoric chapter cite page numbers of related readings in the Reader. A thematic table of contents is also included. This flexible structure suggests several groupings according to theme and avoids needless leafing through unused readings.

Famous Authors, as Well as Newer Ones

Forty-four engaging essays and short stories, representing diverse authors and points of view, compose the Reader. Maya Angelou, Amy Tan, C. S. Lewis, John Ciardi, Eudora Welty, Deborah Tannen, Elisabeth Kübler-Ross, John Updike, Kate Chopin, William Raspberry, Dan Greenburg, Andrew Sullivan, Stephen L. Carter, Judith Ortiz Cofer, Dan Henninger, and Nancy Masterson Sakamoto are among the authors.

NEW TO THE FOURTH EDITION

The fourth edition of *Reasoning and Writing Well* has been revised from cover to cover. The overall result is a keenly focused text that offers the latest coverage of such evolving topics as ethics, documentation styles, résumés, and Internet research. Among the many improvements are the following highlights:

Expanded Coverage of the Rhetorical Situation

Chapter 1 explains the rhetorical situation and the writing process. Chapter 2, “Thinking Rhetorically,” shows how the rhetorical situation influences the writer’s voice and includes coverage of levels of usage. Chapter 3 explains how accuracy and ethics build trust and influence readers’ perception of the writer’s voice. Chapter 24 explains how the rhetorical situation of writing differs from that of speaking. In fact, the rhetorical situation is referred to throughout the book.

Increased Emphasis on Critical Thinking and Reading

There is new in-depth analysis of the rhetorical situation and the benefits of reading widely. The introduction to critical thinking has been moved up to chapter 3. New material in part 2, “Revision Workshop: Rethinking the Draft,” supplies criteria for evaluating a draft and strategies for reworking it. A new part 3 overview, “Mixing Writing Strategies for a Purpose,” and other new material, including new professional examples, emphasize the rhetorical situation.

Parts 5, 6, and 7 continue this analytical approach, explaining criteria for evaluation and strategies to apply. Chapter 20, “Reading Critically and Responding to Essays,” supplies a step-by-step reading strategy to increase comprehension. Part 7, “A Research Guide for Writers,” provides step-by-step help for planning, using sources, and writing a research paper. In the Reader, three new introductions to pairs of arguments demonstrate objectivity by providing an overview of the issue.

New Sections on Ethics

In chapter 1, the reader is introduced to “Writing and Ethics.” Chapter 3, “Beginning to Think Critically: Accuracy and Ethics,” and chapter 13 continue this emphasis. Chapters 17, 18, and 19 link ethics to evaluation, argument, and fallacies. Chapter 24 discusses ethics and speaker credibility; chapter 25, ethics and accuracy of résumés. Several essays in the Reader discuss ethical concerns.

Hooks to Motivate Reluctant Readers

New openings for several chapters spell out benefits for readers. For example, chapter 1 begins with five important reasons why students should learn to reason and write well. Chapter 3 cites three practical reasons for achieving accuracy. Chapter 8, “Selecting Effective Words,” discusses the advantages of reading widely, choosing words carefully, and cultivating civility. Chapter 25 opens with ten reasons résumés are discarded. These and other hooks should motivate students to learn.

Strategies for Writing Thesis Statements, Making Outlines, Taking Notes, and Reading Critically

Part 1 offers detailed explanations and examples to help students draft thesis sentences and expand scratch outlines into working outlines. Parts 3, 4, 5, and 7 show numerous examples. Chapters 20, 21, and 23 provide strategies for critical reading, taking notes, and analyzing content.

New Sections on Courtesy Words, Tact, Diplomacy, and Message Privacy

Unusual for a rhetoric, Chapter 8, “Selecting Effective Words,” presents communication strategies to help students improve the tone of their messages and develop better public relation skills. Chapter 25 contains additional help, in-

cluding “Ten Common Mistakes in Letters.” Precautions for writing e-mail and posting résumés online are also provided.

Survival Guide

Three chapters have been revised and grouped as a “Survival Guide” to promote students’ success not only in college but also in preparation for employment. The overview, “Fending Off the Wolves,” points out the practical value of the guide for both college classes and a job search. Chapter 23 contains new sections on taking objective exams and on time management. Chapter 24 has more on incorporating visuals into presentations. Chapter 25 provides the latest help with résumés and other employment documents as well as new Internet directories of career Web sites. New features also include “Ten Reasons Résumés Are Discarded,” “Writing a Summary of Qualifications,” and “Handling Gaps in Work Experience.”

Expanded and Updated Coverage of the Internet

The fourth edition contains timely tips and instruction for students who conduct Internet research. There are detailed criteria for evaluating both research material and Web sites, new directories of reliable Web sites, and new documentation models for online sources in the MLA and APA style sections. APA coverage has been thoroughly revised, according to the fifth edition of the *APA Publication Manual*. New MLA coverage is based on the sixth edition of the *MLA Handbook*.

Increased Help in Summarizing, Paraphrasing, and Quoting

Explanations and examples will help students distinguish the copied words that need to be enclosed in quotation marks from those that can be reused without quotation marks. A new section on *major* and *minor words* and *generic nouns* clarifies distinctions that often baffle students.

Annotated Research Paper

An exemplary student research paper (MLA style) on workers’ compensation in chapter 29 has been annotated. This paper models research skills—summarizing, paraphrasing, integrating short and long quotations, and preparing an extensive works-cited list of both print and electronic sources.

Prevention of Plagiarism

Increased emphasis and help has been added to avoid this ogre. Chapters 26, 27, and 28 not only warn against plagiarism but also show how to prevent it. A new box, “How Easily Is Plagiarism Detected?” should convince most students that they cannot outwit a shrewd instructor.

Improved Organization and Access

Due to requests, critical thinking is introduced early in chapter 3. Since many high schools now teach prewriting and drafting, those topics have been condensed and combined in chapter 4. The research guide has been moved to the end of the rhetoric because research is generally taught in a second course. The subject index has been expanded and more cross-references have been added.

More Quick Reference Boxes

To spur students to start good study habits, a chapter 1 reference box, “Reading, Summarizing, and Other Study Skills,” lists six skills sections. New boxes of checklists, tips, and guidelines have been added to other chapters and the Handbook. Updated reference boxes in chapters 9 to 18, 20, and 21 direct students to corresponding essays and stories in the Reader.

Fifteen New Readings

Fresh new topics will hook readers’ interest. Three sets of arguments have been added on Wal-Mart, the “pursuit of happiness,” and flag burning, along with introductions that provide overviews of these issues. The thematic table of contents groups multiple readings on similar themes for easy access.

Expanded Handbook

The Handbook now includes nouns, adjectives, and adverbs, as well as the other parts of speech. There is also new coverage of relative pronouns, gerunds, gerund phrases, participial phrases, infinitives, and misplaced modifiers. Examples show common errors and corrections. The section on arabic numbers has been expanded, and a new section on roman numerals has been added.

Marginal Catalyst 2.0 Icons

Icons have been added throughout the text, pointing students to further coverage of the subject at hand on Catalyst 2.0, McGraw-Hill’s award-winning online reading, research, and writing resource. Catalyst 2.0 provides exercises, tutorials, reference material, and more, giving students the opportunity for further practice in strengthening the skills introduced in *Reasoning and Writing Well*. This coverage is located at www.mhhe.com/dietsch.

New Photos and Related Exercises

To make the book more visually appealing and practical, the fourth edition offers an updated interior design that includes new part-opening photos with practice writing exercises.

Revised and Expanded *Idea Book*

This unusually robust instructor's orientation and resource manual has been revised and enhanced to reflect all of the changes in the textbook. New elements also include several quizzes and four model syllabi.

PRINT AND ELECTRONIC SUPPLEMENTS

The Idea Book: An Orientation and Resource Manual

Designed for instructors with varying levels of experience, this manual to accompany *Reasoning and Writing Well* contains a wealth of materials. Included are sample syllabi, lesson plans, teaching objectives, supplemental assignments, answers to exercises, grammar worksheets, transparency masters, guides to selections in the Reader, a bank of quizzes, and activity worksheets. The *Idea Book* is available for download at www.mhhe.com/dietsch.

Online Learning Center Powered by Catalyst 2.0

The premier online tool for writing and research, Catalyst 2.0 features hundreds of interactive exercises, tutorials, reference materials, electronic bibliomakers for APA and MLA styles, and much more for both students and instructors. The *Reasoning and Writing Well* Web site <www.mhhe.com/dietsch> is compatible with most online course management systems, such as WebCT and BlackBoard.

For students the site provides 500 interactive grammar, punctuation, and editing exercises, as well as interactive activities focused on skills such as critical reading and evaluating Web sites. Chapter-by-chapter links in *Reasoning and Writing Well* offer easy access to Web sites. Marginal notes point students to specific sections of Catalyst 2.0 that extend coverage of the topic at hand into the online realm.

For instructors the Online Learning Center provides *The Idea Book: An Orientation and Resource Manual*. This unusual book includes answers to exercises, quizzes, and tests—which are password-protected for instructor use only. A wide array of other online resources are also provided for composition and speech instructors.

A NOTE OF GRATITUDE

This book could not have been written without the generosity of the many students who have contributed their work. Heartfelt gratitude is also extended to my Marion Technical Community College colleagues Professors Nancy Gilson and Leslie Weichenthal, as well as librarians David Evans, Nanette White, and Eden Wirth Allison. Also lending expertise, as well as encouragement, were family members George, Neil, Scott, Jeanne, Julie, and Christine.

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