English Skills
with Readings

NINTH EDITION

LANGAN

connect WRITING

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NINTH EDITION

John Langan

Atlantic Cape Community College

Zoé L. Albright

Metropolitan Community College—Longview

Mc Graw Hill Education

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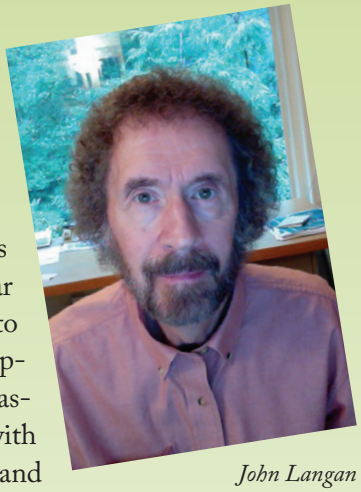
ABOUT THE AUTHORS



John Langan

John Langan has taught reading and writing at Atlantic Cape Community College near Atlantic City, New Jersey, for more than twenty-five years. The author of a popular series of college textbooks on both writing and reading, John enjoys the challenge of developing materials that teach skills in an especially clear and lively way. Before teaching, he earned advanced degrees in writing at Rutgers University and in reading at Rowan University. He also spent a year writing fiction that, he says, "is now at the back of a drawer waiting to be discovered and acclaimed posthumously." While in school, he supported himself by working as a truck driver, a machinist, a battery assembler, a hospital attendant, and an apple packer. John now lives with his wife, Judith Nadell, near Philadelphia. In addition to his wife and Philly sports teams, his passions include reading and turning on nonreaders to the pleasure and power of books. Through Townsend Press, his educational publishing company, he has developed the nonprofit "Townsend Library"—a collection of more than one hundred new and classic stories that appeal to readers of any age.

Zoé L. Albright

Zoé L. Albright has been involved in diverse aspects of education for eighteen years. For the last thirteen years, she has been a faculty member at Metropolitan Community College—Longview, teaching developmental writing, composition, and literature. She has created and implemented traditional and online curricula for high school and college English and composition courses and for a variety of literature courses. She continues to research new educational theory and practices. In addition to this extensive teaching experience, Zoé has most recently served as a contributing author to the Langan writing series, including the *Exploring Writing 3/e* books and *College Writing Skills with Readings 9/e*. She received her M.A. from Goldsmiths, University of London; B.S. and B.A. from the University of Idaho; and A.A. from Cottey College. Travel is one of Zoé's main passions. Whenever she travels, she incorporates what she has experienced and learned into her writing and teaching. When she is not working or traveling, she enjoys reading or pursuing her newfound interest, tennis. Zoé currently resides outside Kansas City, Missouri, with her husband and young son.

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READINGS Listed by Rhetorical Mode

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EXEMPLIFICATION

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COMPARISON AND/OR CONTRAST

DEFINITION

DIVISION-CLASSIFICATION

DESCRIPTION

CAUSE AND/OR EFFECT

NARRATION

ARGUMENT

Preface

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We understand that you have a unique perspective. Use McGraw-Hill Create™ ExpressBooks to build the text you've only imagined!

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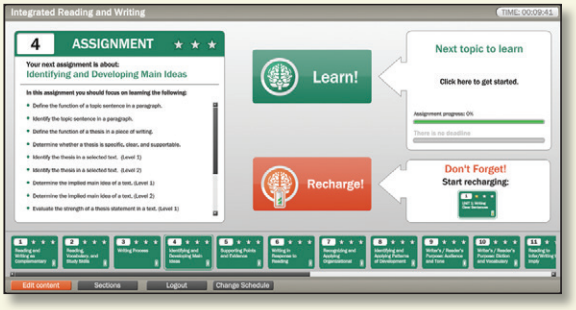
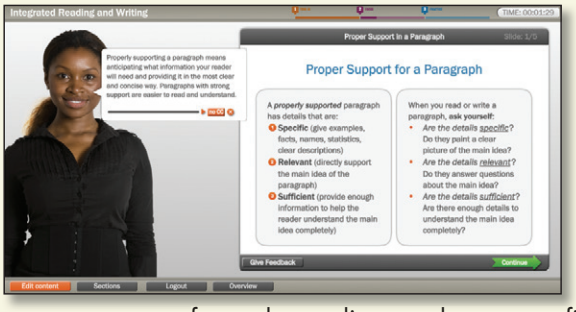
Adaptive Assessment, Learning, and Practice



With Connect© Writing, your students gain access to McGraw-Hill's adaptive learning tool, LearnSmart Achieve™, which works to identify what students know and do not know about the writing process and grammar as they answer questions that are tied to key course learning objectives. Its continually-adaptive technology and exclusive time-management features enable you and your students to monitor progress and stay on track towards mastering assigned topics.



Within each topic, the system starts with a "Tune In" phase that offers a baseline assessment designed to determine how to *focus* a student's time with five learning resources tied to five objectives that are difficult for a given student. During the LearnSmart Achieve "Focus" phase, students are presented with an individualized learning experience focusing them on concepts where they need most help. The program then guides students through the "Practice" phase, continuing to assess for and remediate on those same five objectives as students work towards mastery. With an engine that incorporates metacognitive learning theory and forgetting curve theory, students indicate their confidence with each question and see a "Recharge" button that prompts them to review the concepts they are most likely to forget right before they are about to forget them.

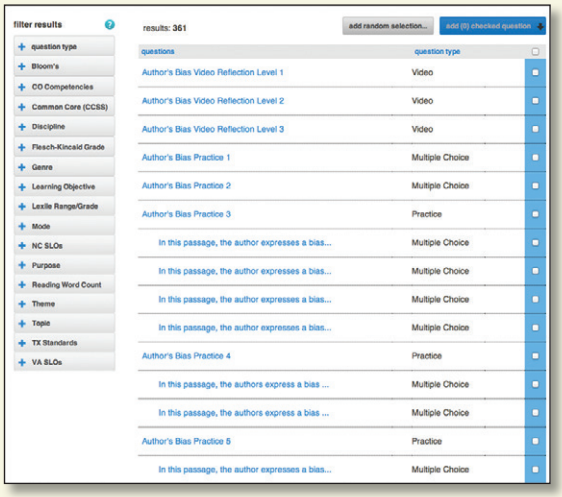
LearnSmart Achieve reports in Connect Writing allow instructors to dig deeper and pinpoint the areas that students are struggling with the most.

Additionally, by allowing students to improve their skills at their own pace with comprehensive assignment of multiple topics, LearnSmart Achieve supports a variety of redesign models (co-requisites, boot camps, NCBOs, ABE, ALP, modularized, labs) or more-focused classroom instruction time.

Connect eBook Reader, Question Bank, and Assessments

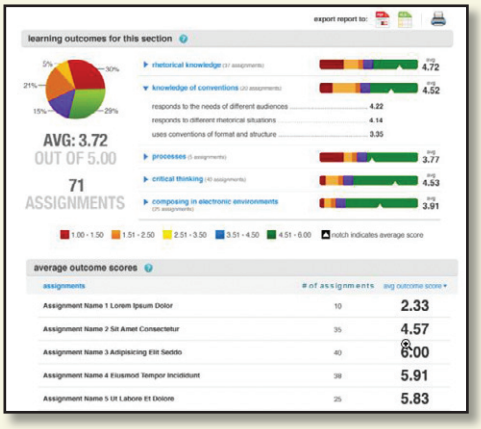
Connect Writing includes a thematically-organized eReader of over 120 engaging source texts for reading and writing.

The Question Bank provides questions for each eBook reading designed for holistic assessment of writing skills. Questions have been tagged for topics; learning objectives; mode, purpose, and genre of the reading; academic disciplines; themes; Bloom's taxonomy; and more. Extensive filters allow instructors to select most readings and questions using these tags.



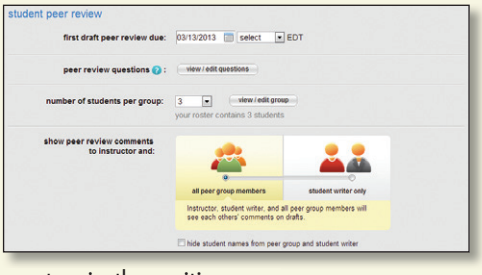
Additionally, the bank will include four pre-set, customizable, leveled assessments for use as "moment-in-time" diagnostics. These assessments will test students on the same topics and learning objectives in LearnSmart Achieve. They may be used as Level 1 and Level 2 pre- and post-tests or they may be customized into mid-term and final examinations as well as placement and exit exams using the same filters described above.

Writing Assignments with Outcomes-Based Assessment



Connect Writing provides powerful tools to facilitate performance-based, formative assessment and data collection without changing your writing assignments or rubrics. The outcomes-based tool generates clear, simple reports with visuals that enhance your ability to pinpoint strengths and weaknesses across class sections, a single class, or a series of one student's assignments. The reporting capabilities are suitable for program evaluation or accrediting bodies—allowing a variety of stakeholders a view of student progress toward program goals. Customizable grading may be adapted to your needs. These tools ensure that the set-up, management, and reporting around outcomes for your writing assignments is efficient, professional, and useful to instructors and administrators.

Writing Assignments with Peer Review



Connect Writing offers writing assignments with superior peer reviewing capabilities that enable instructors to easily assign and manage groups, deadlines, and workflow for peer review exercises. This functionality gives you and your students an engaging space and efficient process for collaborating online to improve drafts during the crucial revision step in the writing process. This experience, managed through an easy-to-use online system where students and instructors can offer and review feedback, prepares students for the group writing projects they will encounter in college and the workplace.

Along with the inspiration for reinventing your course for the 21st Century, McGraw-Hill provides the foundation with services to support your effective course integration of our technologies.

Digital Success Academy

The Digital Success Academy offers a wealth of online training resources and course creation tips for instructors. Broken down into easy-to-navigate sections, the Digital Success Academy offers Connect® 100- and 200- level video clips, PowerPoint documents, and Clickthrough Guides that explain how to navigate the Connect platform and how to use course-specific features. **http://create.mcgraw-hill.com/wordpress-mu/success-academy/**

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Hours of operation are Sunday 6 p.m.–11 p.m., Monday-Thursday 8 a.m.–11 p.m., and Friday 8 a.m.–6 p.m. Please note that all times are Central.

The Connect Community

McGraw-Hill's Connect Community is a network of passionate educators dedicated to advancing student learning via the effective use of educational technologies. Please join and participate at **http://theconnectcommunity.com**

Personal, Academic, and Workplace Writing

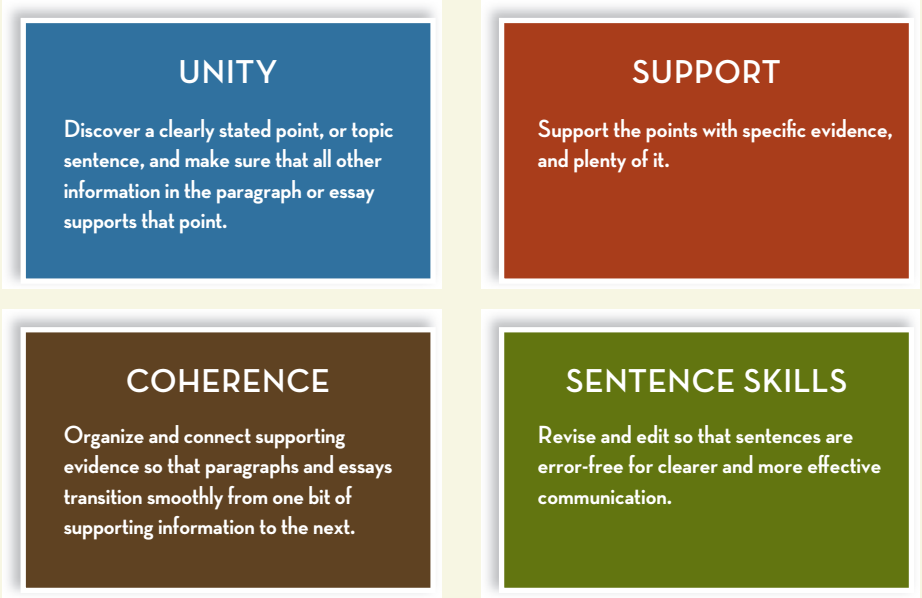
English Skills with Readings 9/e/English Skills 11/e expose students to examples of writing that reflect the three key realms of their lives—personal, academic, and workplace. They will find models, activities, and examples for any writing situation. This variety provides great flexibility in the kinds of assignments you prefer to give. Icons identifying personal, academic, and workplace writing are integrated throughout the chapters.

Mastering the Four Bases: Unity, Support, Coherence, Sentence Skills

English Skills with Readings 9/e emphasizes writing skills and process. By referring to a set of four skills for effective writing, it encourages new writers to see writing as a skill that can be learned and a process that must be explored. The four skills, or bases, for effective writing are as follows:

- **Unity:** Discover a clearly stated point, or topic sentence, and make sure that all other information in the paragraph or essay supports that point.
- **Support:** Support the points with specific evidence, and plenty of it.
- **Coherence:** Organize and connect supporting evidence so that paragraphs and essays transition smoothly from one bit of supporting information to the next.
- **Sentence skills:** Revise and edit so that sentences are error-free for clearer and more effective communication.

The four bases are essential to effective writing, whether it be a narrative paragraph, a cover letter for a job application, or an essay assignment.



CHAPTER-BY-CHAPTER CHANGES

In addition to maintaining the four bases framework and continuing to build in many familiar personal writing examples, *English Skills with Readings 9/e/English Skills 11/e* include the following chapter-by-chapter changes:

Part 1: Fundamentals of Effective Writing

- Coverage of four bases woven more integrally into treatment of the writing process
- Coverage of audience and purpose consolidated and repositioned to integrate better with the fundamentals of writing
- *Chapter 7: Writing in the Digital Age*—New chapter addresses key topics related to the use of technology within the writing process; best practices for students accessing the Internet, including research procedures and guidelines for evaluating digital sources; and pragmatic tips and recommendations for effective use of electronic aids

Part 2: Paragraph Development

- Clearer and more consistent heading structure added throughout Part 2
- New sample paragraphs that reflect academic and workplace writing
- Updated personal writing examples
- New Activities and Writing Assignments that reflect academic and workplace writing
- Revised writing samples to eliminate use of second-person

Part 3: Essay Development

- Coverage of essays with more than three supporting paragraphs
- Revised introductory text with explanation of how multiple modes function together in one essay
- Revised treatment of the use of questions in essay structuring
- Multiple new writing samples, Activities, and Writing Assignments that reflect academic and workplace writing
- New material on preparing for essay exams
- Inclusion of multiple across-chapter cross-references to related topics

Part 4: Handbook of Sentence Skills

- Chapters covering verbs revised to reflect better logical flow
- Grammar activities and exercises rewritten to incorporate academic and workplace-related themes
- Review Tests reworked to incorporate academic and workplace-related themes
- Revised material frequently focused on one issue so that it reads as a unified passage rather than a set of disconnected statements
- Inclusion of multiple across-chapter cross-references to related topics
- Practice section streamlined to focus on Editing Tests; Combined Mastery Tests now loaded in Create so that instructors have the option to build one or more into a customized text; both sets of tests thoroughly revised

Part 5: Readings for Writers

- Readings updated to include four new selections by diverse and well-respected authors on high-interest subjects:

  "Different Is Just Different" by Suzanne Staples Fisher

  "What Students Need to Know about Today's Job Crisis" by Don Bertram from *A Tale of Two Cities* by Charles Dickens

  "Duel at High Noon: A Replay of Cormier's Works" by Kathy Neal Headley
- Each new reading accompanied by new full set of questions and assignments
- All assignments reflect either personal, academic, or workplace-related themes

Appendixes

- Section revised to include both Sentence-Skills Diagnostic and Achievement Tests
- Full coverage of English as a Second Language re-positioned to this section

Throughout: New Emphasis on Visual Literacy

- Thought-provoking captions and prompts challenge students to analyze photographs and images to deepen critical thinking skills

Research Paper Coverage (Create):

- Updated formatting for sample student paper to better represent academic expectations
- Revised exposition to reflect updated MLA standards

RESOURCES TO SUPPORT YOUR TEACHING

Book-Specific Supplements for Instructors

The **Annotated Instructor's Edition** consists of the student text, including answers to all activities and tests, as well as a complete Instructor's Guide.

The **Online Learning Center (www.mhhe.com/langan)** offers a number of instructional materials specific to *English Skills with Readings 9/e/English Skills 11/e* including:

- An Instructor's Manual comprising Suggested Approaches and Techniques, Answer Keys for all Parts of the text, Supplementary Tests and Activities, and Portfolio Resources
- Connect Writing Chapter Correlation Grid
- PowerPoint® slides that may be tailored to course needs
- Additional tests covering the contents of each chapter

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John Langan

Zoé L. Albright

Fundamentals of Effective Writing

PART 1

PREVIEW

College offers many different challenges for students. Knowing your individual strengths and weaknesses can help you be a successful student. Take a few minutes to think about your strengths and weaknesses as a student and jot them down. How can you use this information to be a better student?

CHAPTER

1 An Introduction to Writing

This chapter will

- introduce you to the basic principles, or four bases, of effective writing
- ask you to write a simple paragraph
- explain the significance of audience and purpose for all writing
- present writing as both a skill and a process of discovery
- suggest that you keep a journal
- suggest a sequence for using this book

WHAT WOULD YOU WRITE ABOUT A JOB?

Though some of us may manage to find the job of our dreams easily, many of us have had to endure one or two jobs that were more like a nightmare. In this chapter you will read a student's paragraph about his worst job. Think about the best or worst job you have ever had. Later in the chapter you will be asked to write a paragraph of your own on this topic.

This book grows out of experiences I had when learning how to write. My early memories of writing in school are not pleasant. In middle school, I remember getting back paper after paper on which the only comment was "Handwriting very poor." In high school, the night before a book report was due, I would work anxiously at a card table in my bedroom. I was nervous and sweaty because I felt out of my element, like a person who knows only how to open a can of soup being asked to cook a five-course meal. The act of writing was hard enough, and my feeling that I wasn't any good at it made me hate the process all the more.

Luckily, in college I had an instructor who changed my negative attitude about writing. During my first semester in composition, I realized that my instructor repeatedly asked two questions about any paper I wrote: "What is your point?" and "What is your support for that point?" I learned that sound writing consists basically of making a point and then providing evidence to support or develop that point. As I understood, practiced, and mastered these and other principles, I began to write effective papers. By the end of the semester, much of my uneasiness and bad feelings about writing had disappeared. I knew that competent writing is a skill that I or anyone can learn with practice. It is a nuts-and-bolts process consisting of a number of principles and techniques that can be studied and mastered. Further, I learned that while there is no alternative to the work required for competent writing, there is satisfaction to be gained through such work. I no longer feared or hated writing, for I knew I could work at it and be good at it.

English Skills with Readings explains in a clear and direct way the four basic principles you must learn to write effectively:

1. Start with a clearly stated point.
2. Provide logical, detailed support for your point.
3. Organize and connect your supporting material.
4. Revise and edit so that your sentences are effective and error-free.

Part 1 of this book explains each of these four bases of effective writing in detail and provides many practice materials to help you achieve them.

Understanding Point and Support

An Important Difference between Writing and Talking

In everyday conversation, you make all kinds of points, or assertions. You say, for example, "I hate my job"; "Sue's a really generous person"; or "That exam was unfair." The points that you make concern such personal matters as well as, at times, larger issues: "A lot of doctors are arrogant"; "The death penalty should exist for certain crimes"; "Tobacco and marijuana are equally dangerous."

The people you are talking with do not always challenge you to give reasons for your statements. They may know why you feel as you do, or they may already

agree with you, or they simply may not want to put you on the spot; so they do not always ask "Why?" But the people who *read* what you write may not know you, agree with you, or feel in any way obliged to you. If you want to communicate effectively with readers, you must provide solid evidence for any point you make. An important difference, then, between writing and talking is this: *In writing, any idea that you advance must be supported with specific reasons or details.*

Think of your readers as reasonable people. They will not take your views on faith, but they *are* willing to consider what you say as long as you support it. Therefore, remember to support with specific evidence any statement that you make.

Point and Support in a Paragraph

Suppose you and a friend are talking about jobs you have had. You might say about a particular job, "That was the worst one I ever had. A lot of hard work and not much money." For your friend, that might be enough to make your point, and you would not really have to explain your statement. But in writing, your point would have to be backed up with specific reasons and details.

Below is a paragraph, written by a student named Gene Hert, about his worst job. A *paragraph* is a short paper of 150 to 200 words. It usually consists of an opening point called a *topic sentence* followed by a series of sentences supporting that point.

My Job in an Apple Plant

Working in an apple plant was the worst job I ever had. First of all, the work was physically hard. For ten hours a night, I took cartons that rolled down a metal track and stacked them onto wooden skids in a tractor trailer. Each carton contained twenty-five pounds of bottled apple juice, and they came down the track almost nonstop. The second bad feature of the job was the pay. I was getting the minimum wage at that time, $4.50 an hour, plus fifty cents extra for working the night shift. I had to work over sixty hours a week to get decent take-home pay. Finally, I hated the working conditions. We were limited to two ten-minute breaks and an unpaid half hour for lunch. Most of my time was spent outside on the loading dock in near-zero-degree temperatures. I was very lonely on the job because I had no interests in common with the other truck loaders. I felt this isolation especially when the production line shut down for the night, and I spent two hours by myself cleaning the apple vats. The vats were an ugly place to be on a cold morning, and the job was a bitter one to have.

Notice what the details in this paragraph do. They provide you, the reader, with a basis for understanding *why* the writer makes the point that is made. Through this specific evidence, the writer has explained and successfully communicated the idea that this job was his worst one.

The evidence that supports the point in a paragraph often consists of a series of reasons followed by examples and details that support the reasons. That is true of the paragraph above: Three reasons are provided, with examples and details that back up those reasons. Supporting evidence in a paper can also consist of anecdotes, personal experiences, facts, studies, statistics, and the opinions of experts.

ACTIVITY 1

The paragraph on the apple plant, like almost any piece of effective writing, has two essential parts: (1) a point is advanced, and (2) that point is then supported. Taking a minute to outline the paragraph will help you understand these basic parts clearly. Add the words needed to complete the outline.

Point: Working in an apple plant is the worst job I ever had.

Reason 1: _____

a. Loaded cartons onto skids for ten hours a night

b. _____

Reason 2: _____

a. _____

b. Had to work sixty hours for decent take-home pay

Reason 3: _____

a. Two ten-minute breaks and an unpaid lunch

b. _____

c. Loneliness on job

(1) No interests in common with other workers

(2) By myself for two hours cleaning the apple vats

ACTIVITY 2

See if you can complete the statements below.

1. An important difference between writing and talking is that in writing we absolutely must _____ any statement we make.
2. A _____ is made up of a point and a collection of specifics that support the point.

ACTIVITY 3

An excellent way to get a feel for the paragraph is to write one. Your instructor may ask you to do that now. The only guidelines you need to follow are the ones described here. There is an advantage to writing a paragraph right away, at a point where you have had almost no instruction. This first paragraph will give a quick sense of your needs as a writer and will provide a baseline—a standard of comparison that you and your instructor can use to measure your writing progress during the semester.

Here, then, is your topic: Write a paragraph on the best or worst job you have ever had. Provide three reasons why your job was the best or the worst, and give plenty of details to develop each of your three reasons.

Notice that the sample paragraph, "My Job in an Apple Plant," has the same format your paragraph should have. You should do what this author has done:

- State a point in the first sentence.
- Give three reasons to support the point.
- Introduce each reason clearly with signal words (such as *First of all, Second,* and *Finally*).
- Provide details that develop each of the three reasons.

Benefits of Paragraph Writing

Paragraph writing offers three benefits. First, mastering the structure of paragraphs will make you a better writer. For other courses, you'll often write pieces that are variations on the paragraph—for example, exam answers, summaries, response papers, and brief reports. In addition, paragraphs serve as the basic building blocks of essays, the most common form of college writing. The basic structure of the traditional paragraph, with its emphasis on a clear point and well-organized logical support, will help you write effective essays and almost every kind of paper that you will have to do.

Second, writing paragraphs strengthens your skills as a reader and listener. You'll become more aware of the ideas of other writers and speakers and the evidence they provide—or fail to provide—to support those ideas.

Most important, paragraph writing will make you a stronger thinker. Writing a solidly reasoned paragraph requires mental discipline. Creating a paragraph with an overall topic sentence supported by well-reasoned, convincing evidence is more challenging than writing a free-form or expressive paper. Such a paragraph requires you to sort out, think through, and organize ideas carefully. Traditional paragraph writing, in short, will train your mind to think clearly, and that ability will prove to be of value in every phase of your life.

Writing as a Way to Communicate with Others: Considering Audience and Purpose

When you talk, chances are you do not treat everyone the same. For example, you are unlikely to speak to your boss in the same way that you chat with a young child. Instead, you adjust what you say to suit the people who are listening to you—your *audience*. Similarly you probably change your speech each day to suit whatever *purpose* you have in mind when you are speaking. For instance, if you wanted to tell someone how to get to your new apartment, you would speak differently than if you were describing your favorite movie.

To communicate effectively, people must constantly adjust their speech to suit their audience and purpose. The same idea is true for writing. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work. The ability to adjust your writing to suit your purpose and audience will serve you well not only in the classroom, but in the workplace and beyond.

Purpose

The three most common purposes of writing are *to inform, to persuade*, and *to entertain*. Each is described briefly below.

- To **inform**—to give information about a subject. Authors writing to inform want to provide facts that will explain or teach something to readers. For example, an informative paragraph about sandwiches might begin, "Eating food between two slices of bread—a sandwich—is a practice that has its origins in eighteenth-century England."
- To **persuade**—to convince the reader to agree with the author's point of view on a subject. Authors writing to persuade may give facts, but their main goal is to argue or prove a point to readers. A persuasive paragraph about sandwiches might begin, "There are good reasons why every sandwich should be made with whole grain bread."
- To **entertain**—to amuse and delight; to appeal to the reader's senses and imagination. Authors write to entertain in various ways, through fiction and nonfiction. An entertaining paragraph about sandwiches might begin, "What I wanted was a midnight snack, but what I got was better—the biggest, most magical sandwich in the entire world."

Considering Purpose within Different Contexts

Of course, the *purpose* of completing any college writing assignment is to fulfill a course requirement and get a grade. But all writing—whether done for a class, a job, or any other reason—is aimed at accomplishing something far more specific.

In most cases, you will be given an assignment that explains or at least hints at that purpose. You will be able to spot clues about purpose by looking for key words in the assignment such as *define*, *contrast*, *argue*, *illustrate*, or *explain causes and/or effects*.

For example, an assignment for a history paper might ask you to *explain* the causes of World War I. An essay question on a biology midterm might call for the *definition* of photosynthesis. A political science assignment might ask you to *contrast* the parliamentary system of government used in several European nations with the federal system used in the United States. If you are enrolled in a technical writing course, you might be asked to *describe* a machine or *analyze* a natural or mechanical *process*. Each of these tasks asks you to accomplish a specific aim.

Having a clear idea of your purpose is just as important for writing you do outside of college (what many call "real-world writing"). For example, say your employer asks you to write a report that recommends the purchase of a particular model of photocopier from a choice of three. You first might have to *contrast* each on the basis of cost, ease of use, features, and reliability. Then you might have to *argue* that even though copier A is more expensive than copiers B and C, it is preferable because it will work best with your company's computers. Note that unlike a college writing assignment, the job you have been given by your employer does not specify the approaches (*contrasting* and *arguing*) you will have to take to complete the project. You will have to figure that out for yourself by considering the writing's purpose before you begin.

As you start gathering information for your paragraph or essay, keep your purpose in mind. You might want to read your assignment several times, looking for key words such as those mentioned above, and then summarize your purpose in a short sentence of your own on a piece of scrap paper. Keep this sentence in front of you throughout the prewriting stage.

Much of the writing assigned in this book will involve some form of argumentation or persuasion. You will advance a point or thesis and then support it in a variety of ways. To some extent, also, you will write papers to inform—to provide readers with information about a particular subject. And since, in practice, writing often combines purposes, you might also find yourself providing vivid or humorous details in order to entertain your readers.

Audience

The *audience* for a piece of writing is its reader or readers, and like purpose, audience should be considered early in the writing process. In college, your primary audience will be your instructor. Your instructor, though, is really representative of the larger audience you should see yourself as writing for—an audience of educated adults who expect you to present your ideas in a clear, direct, organized way.

Some instructors will also require you to share your work with other students, either in small groups or with the class as a whole. In some cases, your writing will

be judged on how well it informs or persuades your classmates. Therefore, you must keep them in mind as you write. Other academic situations in which you will want to keep your audience in mind include writing a letter to a college newspaper to express an opinion, applying for transfer to another college, or applying for a scholarship.

After you graduate, you will have ample opportunity to write to a wide range of audiences. This is when you will have to pay even more attention to evaluating your audience. For example, careers in science and the technologies require employees to write to other experts, who may know a great deal about the subject. On the other hand, scientists and technologists are often required to write to laypersons, whose knowledge of a subject might vary from adequate to nonexistent. The same is true of those who pursue careers in business, law enforcement, the legal and medical professions, the military, education, or government work.

Let's say you get a job in a town's public works department as a civil engineer and the town decides to change a two-lane road to a four-lane road. You may be asked to write a letter to residents who live along that road explaining why the job is necessary, what will be done, how long it will take, and why they may experience delays in getting home during construction. Explaining such a project to another civil engineer might not be difficult, since he or she will know about the technicalities of traffic studies, road grading, and paving. Your explanation will be fairly straightforward and will use technical terminology that this reader is sure to understand. In addition, you won't have to convince your engineering colleague that the inconvenience to residents will be worthwhile; it will be obvious to him or her that the improvements will make the road much safer. However, if you were writing to the residents—people who may not have any knowledge about road construction and repair—you would avoid using technical terminology, which they might not understand. In addition, you might have to make a real effort to convince these readers that the inconvenience they will experience during construction is worth the outcome—a much safer road.

Evaluating the Nature of Your Audience

Here are a few questions you should ask yourself when evaluating any audience. The answers to these questions will help you determine your approach to any writing project.

1. *How much does the audience already know about the subject?* If you assume that your readers know very little, you might bore them with too much basic information. But, if you assume that they know more than they do, you might confuse them by using unfamiliar technical terminology or neglecting to provide enough informative detail.
2. *Why might the reader need or want to read this material?* In college, your English professor will use your papers to evaluate your writing skills and