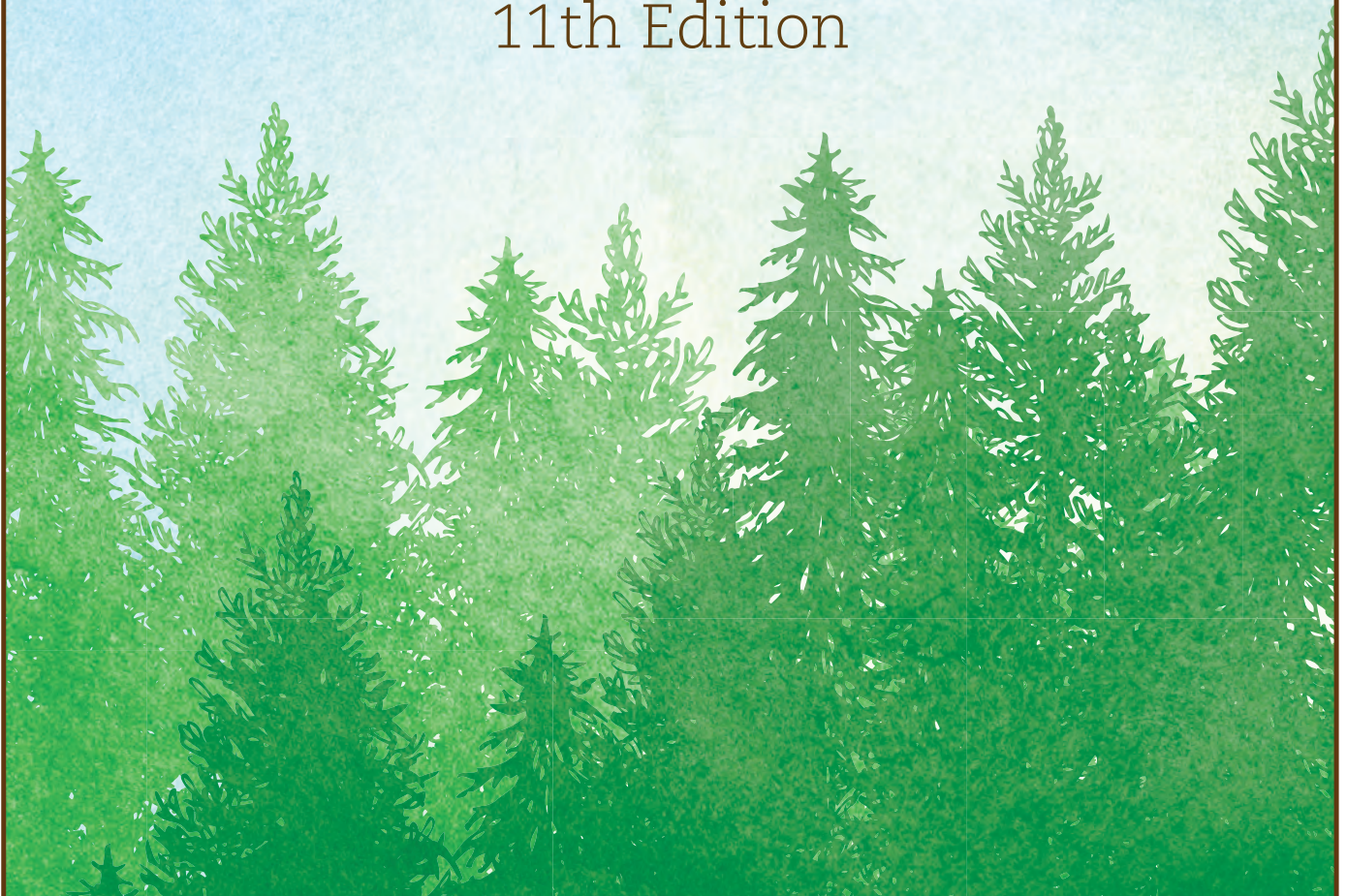


• SUSAN FAWCETT •

EVERGREEN

— A Guide to Writing with Readings —

11th Edition





Questions for Revising Paragraphs

- Can a reader understand and follow the ideas?
- Is the topic sentence clear?
- Is the topic sentence supported with details and facts?
- Does the paragraph have unity? Does every sentence relate to the main idea?
- Does the paragraph have coherence? Does it follow a logical order and guide the reader from point to point?
- Are the sentences varied in length and type?
- Is the language exact, concise, and fresh?
- Have I proofread carefully for grammatical and spelling errors?



Questions for Revising Essays

- Is the thesis statement clear?
- Does the body of the essay fully support the thesis statement?
- Does the essay have unity? Does every paragraph relate to the thesis statement?
- Does the essay have coherence? Do the paragraphs follow a logical order?
- Are the topic sentences clear?
- Does each paragraph provide specific details and well-chosen examples?
- Are the sentences varied in length and type?
- Is the language exact, concise, and fresh?
- Does the essay conclude, not just leave off?
- Have I proofread carefully for grammatical and spelling errors?

Proofreading Strategies

Many writers have found that the proofreading strategies described below help them see their own writing with a fresh eye. You will learn more strategies throughout *Evergreen*. Try a number of methods and see which ones work best for you.

Proofreading Strategy: Allow enough time to proofread.

Many students don't proofread at all, or they skim their paper for grammatical errors two minutes before class. This just doesn't work. Set aside enough time to proofread slowly and carefully, searching for errors and especially hunting for your personal error patterns.

Proofreading Strategy: Work from a paper copy.

People who proofread on computers tend to miss more errors. If you write on a computer, do not proofread on the monitor. Instead, print a copy of your paper, perhaps enlarging the type to 14 point. Switching to a paper copy seems to help the brain see more clearly.

Proofreading Strategy: Read your words aloud.

Reading silently makes it easier to skip over errors or mentally fill in missing details. If you read your paper aloud, you will catch more mistakes. It is easier to *hear* than *see* errors like missing and misspelled words, fragments, wordy phrases, and awkward sentences. Listen and follow along on your printed copy, marking errors as you hear them.

- a. Read your paper aloud to *yourself*. Be sure to read *exactly* what's on the page, and read with enthusiasm.
- b. Ask a *friend* or *writing tutor* to read your paper out loud to you. Tell the reader you just want to hear your words and that you don't want any other suggestions right now.

Proofreading Strategy: Read "bottoms up," from the end to the beginning.

One way to fool the brain into taking a fresh look at something you've written is to proofread the last sentence first. Read slowly, word by word. Then read the second-to-last sentence, and so on, all the way back to the first sentence.

Proofreading Strategy: Isolate your sentences.

If you write on a computer, spotting errors is often easier if you reformat so that each sentence appears isolated, on its own line. Double-space between sentences. This visual change can help the brain focus clearly on one sentence at a time.

Proofreading Strategy: Check for one error at a time.

If you make many mistakes, proofread separately all the way through your paper for each error pattern. Although this process takes time, you will catch many more errors this way and make real progress. You will begin to eliminate some errors altogether as you learn about fixing each error and as you get better at spotting and correcting it.



Evergreen

A Guide to Writing with Readings

ELEVENTH EDITION

Susan Fawcett



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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Preface

Millions of students have become stronger, more confident writers with *Evergreen*. Its unsurpassed coverage of writing, grammar, and critical thinking have made the book a leader in the market and beloved by instructors and students alike. Based on author Susan Fawcett's experience teaching and directing the writing lab at Bronx Community College, City University of New York, *Evergreen* is designed for students who need to improve the writing skills necessary for success in college and in most careers. The goal of this eleventh edition of *Evergreen* is to build upon the proven success of the previous editions and continue to meet the changing needs of instructors and students.

To that end, revisions to this eleventh edition include a new chapter devoted to reading strategies, an increased focus on the reading and writing connection, and an expanded chapter on research and documentation. A robust technology package, featuring a brand-new MindTap for *Evergreen*, and rich instructor development resources support the text.

New Features of *Evergreen with Readings*, Eleventh Edition

Expanded Focus on Integrated Reading and Writing

A new Chapter 42, "Reading Strategies for Writers," focuses on the importance of active reading and describes specific strategies students can use to read print and digital texts more effectively.

Expanded Thesis Statement Coverage

In Chapter 14, students receive more guidance and practice with writing focused, powerful thesis statements.

Conducting Research and Documenting Sources

Chapter 19 better reflects the ways in which today's students conduct research in the library and online. In addition, this edition offers instruction in the updated, 8th edition MLA style and in APA style; it also compares the two.

Eight New Reading Selections

Eight new high-interest selections have been added to Unit 8: Melissa M. Ezarik on the benefits of volunteerism, Ryan Rigney on adapting and creating smartphone apps, Laurence Benhamou on the characteristics of Generation Z, Roberto A. Ferdman on the trend of owning dogs instead of having babies, Cade Metz on a robot workforce, Ali S. Khan on preparing for a zombie apocalypse, Christine

Harrington on the nature of motivation, and Hisham Almiraat on the challenges faced by bloggers in the Arab world. The selections were chosen as good examples of their representative modes and to encourage discussion and critical thinking; each selection is followed by questions addressing vocabulary development and comprehension and analysis, as well as by engaging writing assignments.

New and Updated High-Interest Models and Practices

Numerous exercises in the book have been updated for currency and interest; new subjects include African American filmmaker Oscar Micheaux, the economies of North and South Korea, the decline of student credit-card debt, errors in famous films, the first reality show, *Doctors Without Borders*, résumé tips, the impact of smartphones, and the careers of Jackson Pollock, Martin Scorsese, and Jennifer Lopez.

New Visual Images

Evergreen's critical-viewing program features over forty new photos, paintings, graphics, ads, and cartoons—many accompanied by critical-thinking questions. These images help visual learners and others grasp key writing concepts, evaluate visual material, and connect more deeply with the course. The flow of instruction and images is supported by *Evergreen's* clear and purposeful design.

Existing Features of *Evergreen with Readings*, Eleventh Edition

Critical-Thinking Coverage

Evergreen has been the leader in integrating critical thinking with writing instruction. Coverage in this edition includes a feature for critical thinking or critical viewing in each rhetorical pattern chapter (see Chapters 5–13 and 16–17); if desired, these activities can easily be adapted into group work. Numerous thinking practices and Teaching Tips with critical-thinking suggestions challenge students to analyze, evaluate, infer, and apply writing concepts to real-life problems or visual images.

Academic Models and Assignments

Each of nine essay patterns in Chapters 16 and 17 is illustrated by one student essay in the first person and another in the third person. Enriched instruction on subject, audience, and purpose stresses the choice between writing about oneself or about impersonal material, and some textbook excerpts now serve as models.

Coverage of Every Common Core Standard for Developmental Writing

Colleges using the national K-12 Common Core standards as a guide to what students need to know will see that *Evergreen* thoroughly covers all bases, with its rich emphasis on critical thinking, academic and third-person writing, and deep commitment to preparing students for college and workplace challenges. These features continue to contribute to *Evergreen's* success:

- Clear, step-by-step coverage of paragraph and essay writing, with many engaging practices, writing assignments, and critical-thinking activities
- Superior essay coverage, with two inspiring student models and a graphic organizer for each essay pattern

- Varied, thought-provoking writing assignments
- Collaborative Writers' Workshops that feature revision of student writing
- ESL coverage integrated throughout

Flexible Organization

Evergreen's full range of materials and flexible modular organization adapt easily to almost any course design and to a wide range of student needs. Because each chapter and unit is self-contained, chapters can be taught in any order, and the text works well for laboratory work, self-teaching, and tutorials.

Unit 1 provides an overview of the writing process and introduces five pre-writing techniques. Unit 2 guides students step by step through the paragraph-writing process, while Unit 3 teaches students the rhetorical modes most often required in college writing (illustration, narration, description, process, definition, comparison/contrast, classification, cause/effect, and persuasion). Unit 4 devotes six chapters to essay writing: writing essays; applying the modes taught in Unit 3 to essays; crafting an introduction, conclusion, and title that stress the main idea; summarizing and quoting from sources (including coverage of APA and 8th edition MLA styles); strengthening an essay with research; and answering essay examination questions. Unit 5 teaches students to revise for consistency, sentence variety, and language awareness. Unit 6 thoroughly covers grammar and students' major problem areas, while Unit 7 reviews spelling and homonyms. Unit 8 includes a new chapter on reading strategies as well as twenty thought-provoking and richly varied reading selections by top authors. Headnotes, vocabulary glosses, vocabulary and language awareness questions, comprehension and analysis questions, and writing assignments accompany each piece. An ESL appendix gives additional support to ESL and ELL students.

Available Digital Resources

MindTap®

- *MindTap for Evergreen* is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing instructors to measure skills and outcomes with ease. MindTap lets you compose your course, your way.
 - *Personalized Teaching*: Adopt a learning path that is built with key student objectives. Control what students see and when they see it. Use it as-is or match to your syllabus exactly. Hide, rearrange, add, and create your own content.
 - *Guide Students*: Provide a unique learning path of relevant readings, activities, Aplia practice assignments, and engaging grammar videos designed specifically for *Evergreen*.
 - *Promote Better Outcomes*: Empower instructors and motivate students with visual analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion rates. MindTap also provides seamless integration into your campus learning management system so you can keep all your course materials in one place.
 - *Time-saving tools*: *Write Experience* helps students improve written and critical-thinking skills with real-time guidance and instant automated feedback, allowing instructors to assess these skills without adding to their workloads.



- *Aplia for Evergreen* provides clear, succinct, and engaging writing instruction and practice to help students master basic writing and grammar skills. It features ongoing individualized practice, immediate feedback, and grades that can be automatically uploaded, so instructors can see where students are having difficulty. Add, drop, mix and match chapters and lessons, or opt for the **Individualized Study Path (ISP)**, which assesses students' skills through a comprehensive diagnostic and generates a list of assignments tailored to each student's needs.
- *Cognero* is Cengage Learning's flexible, online system that gives instructors the freedom to author, edit, and manage test-bank content from multiple Cengage Learning solutions.
- *Evergreen Test Bank and Instructor's Manual*. The *Evergreen Test Bank*, available in print or online, provides assessment for every chapter in the book. The *Instructor's Manual* includes teaching suggestions, sample syllabi, a guide to teaching ESL students, and more.
- The password-protected *Instructor Companion Site* provides a downloadable version of the *Evergreen Test Bank and Instructor's Manual* as well as chapter-specific PowerPoint slides for classroom use.

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2016

UNIT

1

Getting Started

CHAPTER 1 Exploring the Writing Process

CHAPTER 2 Prewriting to Generate Ideas

Exploring the Writing Process

A: The Writing Process

B: Subject, Audience, and Purpose

Did you know that the ability to write well characterizes the most successful college students and employees—in fields from education to medicine to computer science? Skim the job postings in career fields that interest you and notice how many stress “excellent writing and communication skills.” Furthermore, reading and writing enrich our daily lives; in surveys, adults always rate reading, writing, and speaking well as the most important life skills a person can possess.

The goal of this book is to help you become a more skilled, powerful, and confident writer. You will see that writing is not a magic ability only a few are born with, but a life skill that can be learned. The first chapter presents a brief overview of the writing process, explored in greater depth throughout the book. Now I invite you to decide to excel in this course. Let *Evergreen* be your guide, and enjoy the journey.

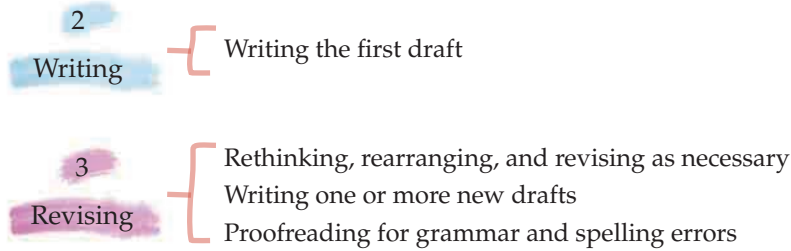
A. The Writing Process

Many people have the mistaken idea that good writers simply sit down and write out a perfect letter, paragraph, or essay from start to finish. In fact, writing is a **process** consisting of a number of steps:

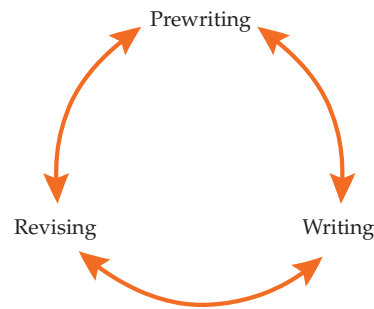
The Writing Process

1
Prewriting

- Thinking about possible subjects
- Freely jotting down ideas on paper or computer
- Narrowing the subject and writing your main idea in one sentence
- Deciding which ideas to include
- Arranging ideas in a plan or outline



Not all writers perform all the steps in this order, but most **prewrite**, **write**, and **revise**. Actually, writing can be a messy process of thinking, writing, reading what has been written, and rewriting. Sometimes steps overlap or need to be repeated. The important thing is that writing the first draft is just one stage in the process. “I love being a writer,” jokes Peter De Vries. “What I can’t stand is the paperwork.”



Good writers take time at the beginning to **prewrite**—to think, jot down ideas, and plan the paper—because they know it will save time and prevent frustration later. Once they write the first draft, they let it “cool off.” Then they read it again with a fresh, critical eye and **revise**—crossing out, adding, and rewriting for more clarity and power. Good writers are like sculptors, shaping and reworking their material into something more meaningful. Finally, they **proofread** for grammar and spelling errors so that their writing seems to say, “I am proud to put my name on this work.” As you practice writing, you will discover your own most effective writing process.

PRACTICE 1

Think of something that you wrote recently—and of which you felt proud—for college, work, or your personal life. Consider the *process* you followed in writing it. Did you do any *planning* or *prewriting*—or did you just sit down and start writing? How much time did you spend *rewriting* and *revising* your work? What one change in your writing process do you think would most improve your writing? Taking more time to prewrite? Taking more time to revise? Improving your grammar and spelling?

PRACTICE 2

Bring in several newspaper help-wanted sections. In a group with four or five classmates, study the ads in career fields that interest you. How many fields require writing and communication skills? Which job ad requiring these skills

most surprised you or your group? Be prepared to present your findings to the class. If your class has Internet access, visit *Indeed.com* or other job-search websites and perform the same exercise.

EXPLORING ONLINE

www.google.com

Search “Writing: A Ticket to Work . . . or a Ticket Out” and read the summary. This survey of business leaders finds that good writing is the key to career success. What two facts or comments do you find most striking?

B. Subject, Audience, and Purpose

Early in the prewriting phase, writers should give some thought to their **subject**, **audience**, and **purpose**.

In college courses, you may be assigned a broad **subject** by your instructor. First, make sure you understand the assignment. Then focus on one aspect of the subject that intrigues you. Whenever possible, choose something that you know and care about: life in Cleveland, working with learning-disabled children, repairing motorcycles, overcoming shyness, watching a friend struggle with drug addiction, playing soccer. You may not realize how many subjects you do know about.

To find or focus your subject, ask yourself:

- What special experience or expertise do I have?
- What inspires, angers, or motivates me? What do I love to do?
- What story in the news affected me recently?
- What campus, job, or community problem do I have ideas about solving?

Your answers will suggest good subjects to write about. Keep a list of all your best ideas.

How you approach your subject will depend on your **audience**—your readers. Are you writing for your professor, classmates, boss, closest friend, young people in the community, or the editor of a newspaper?

To focus on your audience, ask yourself:

- For whom am I writing? Who will read this?
- How much do they know about the subject? Are they beginners or experts?
- Will they likely agree or disagree with my ideas?
- Will my readers expect a composition about my *personal experience* or about more *formal, factual material*?

Keeping your audience in mind helps you know what information to include and what to leave out. For example, if you are writing about a U.S. presidential election for a history class, you can assume your readers will understand how the

Electoral College works. However, if you are writing for a general audience, you may have to explain why a candidate can win more popular votes than a rival and still fail to be elected president. Often in college courses like history as well as in the workplace, you will be expected to write about factual subjects—not yourself, your feelings, or your experiences. Consider how much your readers know about your subject and what kind of information they will need to understand your ideas.

Finally, keeping your **purpose** in mind will help you write more effectively. Do you want to explain something to your readers, persuade them that a certain view is correct, entertain them, tell a good story, or some combination of these?

PRACTICE 3

List five subjects that you might like to write about. Consider your audience and purpose: For whom are you writing? What do you want them to know about your subject? Notice how the audience and purpose will help shape your paper.

	Subject	Audience	Purpose
EXAMPLE 1.	<i>my recipe for seafood gumbo</i>	<i>inexperienced cooks</i>	<i>to show how easy it is to make seafood gumbo</i>
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

PRACTICE 4

Jot down ideas for the following two assignments. Notice how your ideas and details differ depending on the audience and purpose.

- Write a description of the home you grew up in. Your purpose is to share childhood memories and feelings. What rooms were your favorites? What did they look like? Did you have favorite places where you liked to play? What do you want your audience to know about your home and what it meant to you? What details should you include? Which details should you leave out?
- Write a description of your childhood home for a real estate website. Your purpose is to describe the house or apartment in objective detail. What information would a buyer or renter need? What facts should you include? What personal impressions should you leave out?

PRACTICE 5

Read these sentences from real job-application letters and résumés, published in *Fortune* magazine. Each writer's *subject* was his or her job qualifications; the *audience* was an employer; and the *purpose* was to get a job. How did each person undercut his or her own purpose? What writing advice would you give each of these job seekers?

1. I have learnt Word and computer spreadsheet programs.
2. Please don't misconstrue my 14 jobs as "job-hopping." I have never quit a job.
3. I procrastinate, especially when the task is unpleasant.
4. Let's meet, so you can "ooh" and "aah" over my experience.
5. It is best for employers that I not work with people.
6. Reason for leaving my last job: maturity leave.
7. As indicted, I have over five years of analyzing investments.
8. References: none. I have left a path of destruction behind me.

PRACTICE 6 CRITICAL THINKING AND WRITING

Analyze the following public service announcement and answer these questions: What *subject* is the ad addressing? Who is the target *audience*? What is the intended *purpose*? Can you summarize the ad's message in a sentence? Would this ad be more effective if it depicted a range of "role models" such as a teacher, a firefighter, a nurse, and a chef? Why or why not?



EXPLORING ONLINE

Throughout this book, *Exploring Online* features will suggest ways to use the Internet to improve your writing and grammar. A number of online writing labs—called OWLs—based at colleges around the country offer excellent additional practice or review in areas where you might need extra help. Here are two good sites to explore:

owl.english.purdue.edu/owl

Purdue University's OWL

grammar.ccc.commnet.edu/grammar

Capital Community College Foundation's OWL

Prewriting to Generate Ideas

- A: Freewriting
- B: Brainstorming
- C: Clustering
- D: Asking Questions
- E: Keeping a Journal

This chapter presents five effective prewriting techniques that will help you get your ideas onto paper (or onto the computer). These techniques can help you overcome the “blank-page jitters” that many people face when they first sit down to write. You can also use them to generate new ideas at any point in the writing process. Try all five to see which ones work best for you.

In addition, if you write on a computer, try prewriting in different ways: on paper and on the computer. Some writers feel they produce better work if they prewrite by hand and only later transfer their best ideas onto the computer. Every writer has personal preferences, so don't be afraid to experiment.

A. Freewriting

Freewriting is an excellent method that many writers use to warm up and to generate ideas. These are the guidelines: for five, ten, or fifteen minutes, write rapidly, without stopping, about anything that comes into your head. If you feel stuck, just repeat or rhyme the last word you wrote, but *don't stop writing*. And don't worry about grammar, logic, complete sentences, or grades.

The point of freewriting is to write so quickly that ideas can flow without comments from your inner critic. The *inner critic* is the voice inside that says, every time you have an idea, “That's dumb; that's no good; cross that out.” Freewriting