



Why Do You Need this New Edition?

The requirements, strategies, and tools for college writing assignments have changed in many ways since the last edition of *The Longman Writer* was published, so make sure you're up to date! If you're still wondering why you should buy this new edition, here are a few more great reasons:

- 1 New Process Diagrams spotlight each step of the writing process to **help you see how to break down your writing assignments into manageable tasks** (Chs. 2–9).
- 2 New Development Diagrams highlight distinctive features of different patterns of development for writing, summarizing chapter content to **help you find key concepts quickly** (Chs. 10–18).
- 3 New guidance on creating and following a writing schedule combined with new tips for more efficient online research **help you make the most of your time when writing research papers** (Ch. 19).
- 4 New advice on evaluating, using, and citing electronic sources explains **how to use the most current online information sources—like blogs and wikis—credibly** (Ch. 19).
- 5 New visual source samples show you where in books, online periodicals, and subscription databases you can **find all the information you need to cite your sources in research papers** (Ch. 20).
- 6 New Essay Structure Diagrams outline the structure of professional readings to **help you use the reading as a pattern for your own writing** (Chs. 10–18).
- 7 New sample student essays written in both MLA and APA formats are annotated to offer **guidance and models for writing research papers in the academic style required by your course** (Ch. 20).
- 8 Eleven new readings have been added in chapters 10–18 on current topics such as slang, high school football, and e-mail style that are **models for the different patterns of writing that you'll be learning and practicing**.
- 9 A new appendix, "A Guide to Avoiding Plagiarism," provides the concrete **guidelines you need to avoid unintentional plagiarism and its consequences**.
- 10 And now—use *The Longman Writer* alongside Pearson's unique MyCompLab and find a world of resources developed specifically for you!

About the Authors



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THE LONGMAN WRITER

RHETORIC, READER, RESEARCH
GUIDE, AND HANDBOOK

SEVENTH EDITION



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Contents



PREFACE xvi

PART I THE READING PROCESS 1

1 BECOMING A STRONG READER 1

STAGE 1: Get an Overview of the Selection 2

STAGE 2: Deepen Your Sense of the Selection 3

STAGE 3: Evaluate the Selection 4

Ellen Goodman, "Family Counterculture" 6

PART II THE WRITING PROCESS 12

2 GETTING STARTED THROUGH PREWRITING 12

Observations About the Writing Process 12

Use Prewriting to Get Started 14

Keep a Journal 15

The Pre-Reading Journal Entry 16

Understand the Boundaries of the Assignment 18

Determine Your Purpose, Audience, Tone, and Point of View 19

Discover Your Essay's Limited Subject 23

Generate Raw Material About Your Limited Subject 26

Organize the Raw Material 31

Activities: Getting Started Through Prewriting 33

3 IDENTIFYING A THESIS 36

What Is a Thesis? 36

Finding a Thesis 37

Writing an Effective Thesis 38

Tone and Point of View 39

Implied Pattern of Development 39

| | | |
|---------------------------------------------------------|-----------|-----------|
| Including a Plan of Development | 39 | |
| Don't Write a Highly Opinionated Statement | 40 | |
| Don't Make an Announcement | 40 | |
| Don't Make a Factual Statement | 40 | |
| Don't Make a Broad Statement | 41 | |
| Arriving at an Effective Thesis | 41 | |
| Placing the Thesis in an Essay | 42 | |
| Activities: Identifying a Thesis | 42 | |
| 4 SUPPORTING THE THESIS WITH EVIDENCE | | 45 |
| What Is Evidence? | 45 | |
| How Do You Find Evidence? | 46 | |
| How the Patterns of Development Help Generate Evidence | 46 | |
| Characteristics of Evidence | 47 | |
| The Evidence Is Relevant and Unified | 48 | |
| The Evidence Is Specific | 49 | |
| The Evidence Is Adequate | 50 | |
| The Evidence Is Dramatic | 50 | |
| The Evidence Is Accurate | 51 | |
| The Evidence Is Representative | 51 | |
| Borrowed Evidence Is Documented | 51 | |
| Activities: Supporting the Thesis with Evidence | 52 | |
| 5 ORGANIZING THE EVIDENCE | | 54 |
| Use the Patterns of Development | 55 | |
| Select an Organizational Approach | 55 | |
| Chronological Approach | 56 | |
| Spatial Approach | 56 | |
| Emphatic Approach | 57 | |
| Simple-to-Complex Approach | 57 | |
| Prepare an Outline | 58 | |
| Activities: Organizing the Evidence | 61 | |
| 6 WRITING THE PARAGRAPHS IN THE FIRST DRAFT | | 64 |
| How to Move from Outline to First Draft | 64 | |
| General Suggestions on How to Proceed | 65 | |
| If You Get Bugged Down | 65 | |
| A Suggested Sequence for Writing the First Draft | 66 | |
| Write the Supporting Paragraphs | 66 | |
| Write Other Paragraphs in the Essay's Body | 78 | |
| Write the Introduction | 79 | |
| Write the Conclusion | 82 | |
| Write the Title | 84 | |
| Pulling It All Together | 84 | |
| Sample First Draft | 85 | |
| Harriet Davids, "Challenges for Today's Parents" | 86 | |

| | | |
|-------------------------------------------------------------------------------------------------|------------|------------|
| Commentary | 87 | |
| Activities: Writing the Paragraphs in the First Draft | 88 | |
| 7 REVISING OVERALL MEANING, STRUCTURE, AND PARAGRAPH DEVELOPMENT | | 95 |
| Five Strategies to Make Revision Easier | 96 | |
| Set Your First Draft Aside for a While | 96 | |
| Work from Printed Text | 97 | |
| Read the Draft Aloud | 97 | |
| View Revision as a Series of Steps | 98 | |
| Evaluate and Respond to Instructor Feedback | 98 | |
| Peer Review: An Additional Revision Strategy | 99 | |
| Evaluate and Respond to Peer Review | 101 | |
| Revising Overall Meaning and Structure | 103 | |
| Revising Paragraph Development | 104 | |
| Sample Student Revision of Overall Meaning, Structure, and Paragraph Development | 106 | |
| Activities: Revising Overall Meaning, Structure, and Paragraph Development | 107 | |
| 8 REVISING SENTENCES AND WORDS | | 110 |
| Revising Sentences | 110 | |
| Make Sentences Consistent with Your Tone | 110 | |
| Make Sentences Economical | 112 | |
| Vary Sentence Type | 115 | |
| Vary Sentence Length | 118 | |
| Make Sentences Emphatic | 120 | |
| Revising Words | 124 | |
| Make Words Consistent with Your Tone | 124 | |
| Use an Appropriate Level of Diction | 125 | |
| Avoid Words That Overstate or Understate | 126 | |
| Select Words with Appropriate Connotations | 126 | |
| Use Specific Rather Than General Words | 127 | |
| Use Strong Verbs | 128 | |
| Delete Unnecessary Adverbs | 130 | |
| Use Original Figures of Speech | 130 | |
| Avoid Sexist Language | 132 | |
| Sample Student Revision of Sentences and Words | 135 | |
| Activities: Revising Sentences and Words | 135 | |
| 9 EDITING AND PROOFREADING | | 139 |
| Edit Carefully | 140 | |
| Use the Appropriate Manuscript Format | 141 | |
| Proofread Closely | 142 | |

| | |
|------------------------------------------------------------|------------|
| Student Essay: From Prewriting Through Proofreading | 143 |
| Harriet Davids, “Challenges for Today’s Parents” | 144 |
| Commentary | 145 |
| Activities: Editing and Proofreading | 148 |

PART III THE PATTERNS OF DEVELOPMENT 150

10 DESCRIPTION 150

| | |
|--------------------------------------------------------|------------|
| What Is Description? | 150 |
| How Description Fits Your Purpose and Audience | 151 |
| Prewriting Strategies | 153 |
| Strategies for Using Description in an Essay | 153 |
| Revision Strategies | 158 |
| Student Essay: From Prewriting Through Revision | 159 |
| Marie Martinez, “Salt Marsh” | 160 |
| Commentary | 162 |
| Activities: Description | 165 |
| Prewriting Activities | 165 |
| Revising Activities | 165 |
| Professional Selections: Description | 167 |
| Maya Angelou, “Sister Flowers” | 167 |
| David Helvar, “The Storm This Time” | 174 |
| Gordon Parks, “Flavio’s Home” | 182 |
| Additional Writing Topics: Description | 188 |

11 NARRATION 191

| | |
|--------------------------------------------------------|------------|
| What Is Narration? | 191 |
| How Narration Fits Your Purpose and Audience | 192 |
| Prewriting Strategies | 193 |
| Strategies for Using Narration in an Essay | 194 |
| Revision Strategies | 200 |
| Student Essay: From Prewriting Through Revision | 201 |
| Paul Monahan, “If Only” | 203 |
| Commentary | 204 |
| Activities: Narration | 206 |
| Prewriting Activities | 206 |
| Revising Activities | 207 |
| Professional Selections: Narration | 208 |
| Audre Lorde, “The Fourth of July” | 208 |
| George Orwell, “Shooting an Elephant” | 214 |
| Charmie Gholson, “Charity Display?” | 220 |
| Additional Writing Topics: Narration | 224 |

| | |
|-------------------------------------------------------------------|------------|
| 12 ILLUSTRATION | 226 |
| What Is Illustration? | 226 |
| How Illustration Fits Your Purpose and Audience | 227 |
| Prewriting Strategies | 229 |
| Strategies for Using Illustration in an Essay | 230 |
| Revision Strategies | 235 |
| Student Essay: From Prewriting Through Revision | 236 |
| Michael Pagano, "Pursuit of Possessions" | 238 |
| Commentary | 239 |
| Activities: Illustration | 243 |
| Prewriting Activities | 243 |
| Revising Activities | 243 |
| Professional Selections: Illustration | 245 |
| Kay S. Hymowitz, "Tweens: Ten Going on Sixteen" | 245 |
| Beth Johnson, "Bombs Bursting in Air" | 252 |
| Leslie Savan, "Black Talk and Pop Culture" | 258 |
| Additional Writing Topics: Illustration | 265 |
| 13 DIVISION-CLASSIFICATION | 268 |
| What Is Division-Classification? | 268 |
| How Division-Classification Fits Your Purpose and Audience | 270 |
| Prewriting Strategies | 272 |
| Strategies for Using Division-Classification in an Essay | 272 |
| Revision Strategies | 277 |
| Student Essay: From Prewriting Through Revision | 278 |
| Gail Oremland, "The Truth About College Teachers" | 279 |
| Commentary | 282 |
| Activities: Division-Classification | 285 |
| Prewriting Activities | 285 |
| Revising Activities | 286 |
| Professional Selections: Division-Classification | 287 |
| William Lutz, "Doublespeak" | 288 |
| Scott Russell Sanders, "The Men We Carry in Our Minds" | 295 |
| David Brooks, "Psst! 'Human Capital'" | 301 |
| Additional Writing Topics: Division-Classification | 304 |
| 14 PROCESS ANALYSIS | 307 |
| What Is Process Analysis? | 307 |
| How Process Analysis Fits Your Purpose and Audience | 308 |
| Prewriting Strategies | 310 |
| Strategies for Using Process Analysis in an Essay | 310 |
| Revision Strategies | 316 |
| Student Essay: From Prewriting Through Revision | 317 |
| Robert Barry, "Becoming a Recordoholic" | 319 |

| | | |
|--------------------------------------------------------------------|------------|------------|
| Commentary | 322 | |
| Activities: Process Analysis | 324 | |
| Prewriting Activities | 324 | |
| Revising Activities | 325 | |
| Professional Selections: Process Analysis | 327 | |
| Clifford Stoll, "Cyberschool" | 328 | |
| Diane Cole, "Don't Just Stand There" | 333 | |
| David Shipley, "Talk About Editing" | 340 | |
| Additional Writing Topics: Process Analysis | 344 | |
| | | |
| 15 COMPARISON-CONTRAST | | 346 |
| What Is Comparison-Contrast? | 346 | |
| How Comparison-Contrast Fits Your Purpose and Audience | 347 | |
| Prewriting Strategies | 348 | |
| Strategies for Using Comparison-Contrast in an Essay | 349 | |
| Revision Strategies | 354 | |
| Student Essay: From Prewriting Through Revision | 355 | |
| Carol Siskin, "The Virtues of Growing Older" | 357 | |
| Commentary | 359 | |
| Activities: Comparison-Contrast | 362 | |
| Prewriting Activities | 362 | |
| Revising Activities | 363 | |
| Professional Selections: Comparison-Contrast | 364 | |
| Toni Morrison, "A Slow Walk of Trees" | 364 | |
| Patricia Cohen, "Reality TV: Surprising Throwback to the Past?" | 370 | |
| Eric Weiner, "Euromail and Amerimail" | 375 | |
| Additional Writing Topics: Comparison-Contrast | 379 | |
| | | |
| 16 CAUSE-EFFECT | | 382 |
| What Is Cause-Effect? | 382 | |
| How Cause-Effect Fits Your Purpose and Audience | 383 | |
| Prewriting Strategies | 384 | |
| Strategies for Using Cause-Effect in an Essay | 385 | |
| Revision Strategies | 392 | |
| Student Essay: From Prewriting Through Revision | 393 | |
| Carl Novack, "Americans and Food" | 395 | |
| Commentary | 397 | |
| Activities: Cause-Effect | 400 | |
| Prewriting Activities | 400 | |
| Revising Activities | 401 | |
| Professional Selections: Cause-Effect | 402 | |
| Stephen King, "Why We Crave Horror Movies" | 402 | |
| Buzz Bissinger, "Innocents Afield" | 407 | |

| | |
|------------------------------------------------|------------|
| Brent Staples, "Black Men and Public Space" | 412 |
| Additional Writing Topics: Cause-Effect | 416 |

17 DEFINITION **419**

| | |
|--------------------------------------------------------|------------|
| What Is Definition? | 419 |
| How Definition Fits Your Purpose and Audience | 420 |
| Prewriting Strategies | 421 |
| Strategies for Using Definition in an Essay | 422 |
| Revision Strategies | 426 |
| Student Essay: From Prewriting Through Revision | 427 |
| Laura Chen, "Physics in Everyday Life" | 429 |
| Commentary | 431 |
| Activities: Definition | 434 |
| Prewriting Activities | 434 |
| Revising Activities | 434 |
| Professional Selections: Definition | 435 |
| K. C. Cole, "Entropy" | 436 |
| James Gleick, "Life As Type A" | 441 |
| Natalie Angier, "The Cute Factor" | 446 |
| Additional Writing Topics: Definition | 452 |

18 ARGUMENTATION-PERSUASION **455**

| | |
|--------------------------------------------------------------------|------------|
| What Is Argumentation-Persuasion? | 455 |
| How Argumentation-Persuasion Fits Your Purpose and Audience | 456 |
| Prewriting Strategies | 460 |
| Strategies for Using Argumentation-Persuasion in an Essay | 460 |
| Revision Strategies | 477 |
| Student Essay: From Prewriting Through Revision | 478 |
| Mark Simmons, "Compulsory National Service" | 481 |
| Commentary | 487 |
| Activities: Argumentation-Persuasion | 491 |
| Prewriting Activities | 491 |
| Revising Activities | 492 |
| Professional Selections: Argumentation-Persuasion | 494 |
| Stanley Fish, "Free-Speech Follies" | 495 |
| Mary Sherry, "In Praise of the 'F' Word" | 502 |
| Debating the Issues: Date Rape | 506 |
| Camille Paglia, "Rape: A Bigger Danger Than Feminists Know" | 506 |
| Susan Jacoby, "Common Decency" | 512 |
| Debating the Issues: Immigration | 516 |
| Roberto Rodriguez, "The Border on Our Backs" | 517 |
| Star Parker, " <i>Se Habla</i> Entitlement" | 521 |
| Additional Writing Topics: Argumentation-Persuasion | 526 |

PART IV THE RESEARCH PAPER 528

19 LOCATING, EVALUATING, AND INTEGRATING RESEARCH SOURCES 528

Plan the Research 529

- Understand the Paper's Boundaries 529
- Understand Primary Versus Secondary Research 530

Choose a General Subject 532

- Prewrite to Limit the General Subject 534
- Conduct Preliminary Research 534
- Identify a Working Thesis 535
- Make a Schedule 536

Find Sources in the Library 536

- The Computerized Catalog 536
- The Reference Section 540
- Periodicals 541

Use the Internet 547

- The Internet and the World Wide Web 547
- What the Web Offers 547
- The Advantages and Limitations of the Library and the Web 548
- Using Online Time Efficiently 549
- Using the Net to Find Materials on Your Topic 550
- Using Discussion Groups and Blogs 554
- Using Wikis 554
- Evaluating Online Materials 555
- Using Other Online Tools 556
- Prepare a Working Bibliography 556

Take Notes to Support the Thesis with Evidence 557

- Before Note-Taking: Evaluate Sources 558
- Before Note-Taking: Refine Your Working Bibliography 559
- Before Note-Taking: Read Your Sources 561
- When Note-Taking: What to Select 562
- When Note-Taking: How to Record Statistics 562
- When Note-Taking: Recording Information 563
- When Note-Taking: Photocopies and Printouts 565
- Kinds of Notes 566
- Plagiarism 570
- Combining Notes 572

Activities: Locating, Evaluating, and Integrating Research Sources 573

20 WRITING THE RESEARCH PAPER 576

- Refine Your Working Thesis 576**
- Sort Your Notes 577**

| | |
|-------------------------------------------------------------------|------------|
| Organize the Evidence by Outlining | 577 |
| Write the First Draft | 579 |
| Presenting the Results of Primary Research | 581 |
| Document Borrowed Material to Avoid Plagiarism: MLA Format | 581 |
| Indicate Author and Page | 582 |
| Special Cases of Authorship | 585 |
| Special Cases of Pagination | 587 |
| Blending Quotations into Your Text | 587 |
| Presenting Statistics | 590 |
| Revise, Edit, and Proofread the First Draft | 590 |
| Prepare the Works Cited List: MLA Format | 593 |
| Citing Book Sources | 593 |
| Citing Periodical Sources | 597 |
| Citing Electronic Sources | 599 |
| Citing Other Nonprint Sources | 603 |
| Document Borrowed Material to Avoid Plagiarism: APA Format | 604 |
| Parenthetical Citations | 604 |
| References List | 605 |
| Citing Book Sources | 606 |
| Citing Periodical Sources | 608 |
| Citing Electronic Sources | 609 |
| Citing Other Nonprint Sources | 611 |
| A Note About Other Documentation Systems | 611 |
| Student Research Paper: MLA-Style Documentation | 611 |
| Brian Courtney, "America's Homeless: How the Government Can Help" | 613 |
| Commentary | 629 |
| Student Research Paper: APA-Style Documentation | 629 |
| Activities: Writing the Research Paper | 632 |

PART V THE LITERARY PAPER AND EXAM ESSAY 634

21 WRITING ABOUT LITERATURE 634

| | |
|------------------------------------|------------|
| Elements of Literary Works | 635 |
| Literary Terms | 635 |
| How to Read a Literary Work | 637 |
| Read to Form a General Impression | 637 |
| Ask Questions About the Work | 637 |
| Reread and Annotate | 638 |
| Modify Your Annotations | 639 |
| Write the Literary Analysis | 639 |
| Prewrite | 639 |
| Identify Your Thesis | 640 |
| Support the Thesis with Evidence | 642 |
| Organize the Evidence | 642 |

| | |
|--------------------------------------------------------------|------------|
| Write the First Draft | 643 |
| Revise Overall Meaning, Structure, and Paragraph Development | 644 |
| Edit and Proofread | 646 |
| Pulling It All Together | 646 |
| Read to Form a General Impression | 646 |
| Langston Hughes, “Early Autumn” | 646 |
| Ask Questions About the Work | 647 |
| Reread and Annotate | 648 |
| Student Essay | 648 |
| Karen Vais, “Stopping to Talk” | 648 |
| Commentary | 649 |
| Additional Selections and Writing Assignments | 650 |
| Robert Frost, “Out, Out—” | 651 |
| Kate Chopin, “The Story of an Hour” | 652 |

22 WRITING EXAM ESSAYS **655**

| | |
|---------------------------------------|------------|
| Three Forms of Written Answers | 656 |
| Short Answers | 656 |
| Paragraph-Length Answers | 656 |
| Essay-Length Answers | 657 |
| How to Prepare for Exam Essays | 657 |
| At the Examination | 658 |
| Survey the Entire Test | 658 |
| Understand the Essay Question | 658 |
| Write the Essay | 660 |
| Prewrite | 660 |
| Identify Your Thesis | 660 |
| Support the Thesis with Evidence | 661 |
| Organize the Evidence | 661 |
| Write the Draft | 662 |
| Revise, Edit, and Proofread | 662 |
| Sample Essay Answer | 663 |
| Commentary | 664 |
| Activity: Writing Exam Essays | 665 |

PART VI A CONCISE HANDBOOK **666**

OPENING COMMENTS **666**

SENTENCE FAULTS **668**

| | |
|-------------------------------------------|------------|
| Fragments | 668 |
| Phrase Fragments | 668 |
| Dependent Clause Fragments | 670 |
| Comma Splices and Run-On Sentences | 674 |
| Three Common Pitfalls | 674 |
| Faulty Parallelism | 678 |

VERBS 679

- Problems with Subject-Verb Agreement 679**
 - How to Correct Faulty Subject-Verb Agreement 679
- Problems with Verb Tense 682**
 - How to Correct Inappropriate Shifts in Verb Tense 682
 - How to Correct Faulty Use of Past Tense 682

PRONOUNS 683

- Problems with Pronoun Use 683**
 - Pronoun Case 684
 - How to Correct Faulty Pronoun Case 684
 - Pronoun Agreement 687
 - Pronoun Reference 689

MODIFIERS 691

- Problems with Modification 691**
 - Misplaced and Ambiguous Modifiers 691
 - Dangling Modifiers 692

PUNCTUATION 693

- Period 694
- Question Mark 695
- Exclamation Point 695
- Comma 695
- Semicolon 701
- Colon 702
- Quotation Marks 703
- Ellipsis 705
- Apostrophe 706
- Parentheses 708
- Brackets 710
- Hyphen 710
- Dash 712

MECHANICS 713

- Capitalization 713
- Underlining and Italics 714
- Numbers 716
- Abbreviations 717

SPELLING 718**APPENDIX: A Guide to Avoiding Plagiarism 723****ACKNOWLEDGMENTS 729****INDEX 731**

Preface



Since the publication of the first edition of *The Longman Writer*, the college classroom has made tremendous technological advances, affecting the way we teach. Not only has the electronic world evolved to the point where nearly all communication can be conducted virtually, but also we have formed an unprecedented reliance on the Internet as our means of acquiring and communicating information. Despite all these technological leaps, students still need to learn how to write well. The new edition of *The Longman Writer* continues its mission of teaching students how to develop sound writing skills.

The Longman Writer's approach is eclectic; we bring together the best from often conflicting schools of thought and blend in our own class-tested strategies. The result is a balanced text that is equal parts product and process. We describe possible sequences and structures to stress the connection between reading and writing and emphasize that these steps and formats should be viewed as strategies, not rigid prescriptions, for helping students discover what works best for them. This flexibility ensures that *The Longman Writer* can fit a wide range of teaching philosophies and learning styles.

The Longman Writer includes everything that students and instructors need in a one- or two-semester, first-year composition course: (1) a comprehensive *rhetoric*, including chapters on each stage of the writing process and discussions of the exam essay and literary paper; (2) a *reader* with thirty-four *professional selections* and twelve *student essays* integrated into the rhetoric; (3) a *research guide*, with in-depth information on writing and properly documenting a research paper; and (4) a concise, easy-to-use *handbook*. Throughout the text, we aim for a supportive, conversational tone that inspires students' confidence without being patronizing. Numerous *activities* and *writing assignments*—*more than 350 in all*—develop awareness of rhetorical choices and encourage students to explore a range of composing strategies.

WHAT'S NEW IN THE SEVENTH EDITION?

The seventh edition of *The Longman Writer* has been fully updated to reflect the way students compose and present their work—electronically. In addition, we have provided more advice on the writing process, more in-depth coverage of the research process, and more examples of student writing throughout.

- **In Chapters 2–9, new Process Diagrams highlight each step of the writing process in detail**, showing students how every stage of composing an essay is integral in crafting an effective piece of writing. In response to reviewers' requests for more visuals on the writing process, each chapter in Part II, which discusses a step of the writing process, contains a Process Diagram with two columns. The left column lists the steps of the writing process, highlighting the particular step discussed in the corresponding chapter; the right column details the integral components of that step, guiding students as they prewrite

(Ch. 2), identify a thesis (Ch. 3), find evidence (Ch. 4), organize their evidence (Ch. 5), write a first draft (Ch. 6), revise their paragraphs (Ch. 7) and sentences (Ch. 8), and edit and proofread their final draft (Ch. 9).

- **In Chapters 2–9, the featured student’s work**, traced from initial prewriting phase to completed essay, **better reflects how students are writing in today’s technological environment**. In Chapter 2, Harriet Davids’s journal entries, subject narrowing, brainstorming, freewriting, mapping, and thesis creation have been updated. Her topic outline (Ch. 5), first draft (Ch. 6), peer reviewed draft (Ch. 7), and proofread paper (Ch. 9) include references that students can relate to (listening to MP3 players, talking on cell phones and texting, using computers to IM and play video games).
- **In Chapters 10–18, new professional selections** are included on timely and interesting topics: David Helvarg’s “The Storm This Time,” a descriptive essay in Chapter 10 about Hurricane Katrina that uses visuals to illustrate its supporting details; Charmie Gholson’s “Charity Display?,” a narrative essay in Chapter 11 about one woman’s humiliating yet humbling experience as the recipient of another’s good will; Leslie Savan’s “Black Talk and Pop Culture,” an illustrative essay in Chapter 12 on slang influences on the English language; David Brooks’s “Psst! ‘Human Capital,’” a division-classification essay in Chapter 13 on the reasons why our successes and failures have less to do with the skills and knowledge we acquire and more to do with how we are raised; David Shipley’s “Talk About Editing,” a process analysis essay in Chapter 14 about the steps one major newspaper takes in editing the work of others; Eric Weiner’s “Euromail and Amerimail,” a comparison-contrast essay in Chapter 15 that contains comical observations on the differences between email in America and overseas; Buzz Bissinger’s “Innocents Afield,” a cause-effect essay in Chapter 16 on high school football and the game’s loss of innocence; Natalie Angier’s “The Cute Factor,” a definition essay in Chapter 17 about the biological basis for our concept of “cuteness”; Stanley Fish’s “Free-Speech Follies,” an argumentation-persuasion essay in Chapter 18 on the true definition of First Amendment rights; Roberto Rodriguez’s “The Border on Our Backs,” and Star Parker’s “*Se Habla* Entitlement,” a pair of argumentation-persuasion essays in Chapter 18 presenting conflicting views on the subject of immigration.
- **In Chapters 10–18, new Development Diagrams discuss each pattern of development in detail**, highlighting the distinctive features of each type of writing. In response to reviewers’ requests for visuals that aid in explaining the patterns of development, each chapter in Part III, which discusses a particular pattern, contains a Development Diagram with two columns. The left column lists the steps of the writing process; the right column details the integral components of each step in the writing process as it relates to a particular pattern, guiding students as they write essays within that pattern.
- **In Chapters 10–18, new Essay Structure Diagrams outline a professional reading in each chapter**. To better help students see how a reading is organized and supported, each diagram identifies the reasons why the reading exemplifies a particular pattern of development and provides a model for students to refer to in their own writing. Diagrams include Maya Angelou’s

“Sister Flowers” in Chapter 10; Audre Lorde’s “The Fourth of July” in Chapter 11; Kay Hymowitz’s “Tweens: Ten Going on Sixteen” in Chapter 12; William Lutz’s “Doublespeak” in Chapter 13; Clifford Stoll’s “Cyberschool” in Chapter 14; Toni Morrison’s “A Slow Walk of Trees” in Chapter 15; Stephen King’s “Why We Crave Horror Movies” in Chapter 16; K. C. Cole’s “Entropy” in Chapter 17; and Stanley Fish’s “Free-Speech Follies” in Chapter 18.

- **In Chapter 19, “Locating, Evaluating, and Integrating Research Sources,” there are three new series of screen shots**, showing detailed online searches using the Library of Congress’ catalog, a library subscription service, and a search directory. With the increasing shift of source materials from print to online, many students do not know how to perform library searches. These examples demonstrate the process in a step-by-step format, showing students how they can obtain the right sources for their research papers.
- **In Chapter 19, “Locating, Evaluating, and Integrating Research Sources,”** there is guidance for students on creating and following a writing schedule, making the most of their online time searching for potential research sources, and evaluating and using blogs and wikis in research papers.
- **In Chapter 20, “Writing the Research Paper,” there are three new, full-color source samples** that vividly illustrate how to correctly cite books, online periodicals, and articles from a library subscription service. By providing original sources, the text shows students how they can locate the components for any citation.
- **In Chapter 20, “Writing the Research Paper,” MLA and APA documentation sections contain the latest information on citing online and electronic sources** such as blogs, wikis, and podcasts. Students can look to these models when citing similar sources in their papers.
- **In Chapter 20, “Writing the Research Paper,” there is a new, complete, and fully documented student essay in MLA format, and a new documented student essay in APA format.** Both essays are annotated and provide models that students can refer to as they write their own research papers.
- **A new appendix, “A Guide to Avoiding Plagiarism,”** summarizes the key points students need in order to avoid unintentional plagiarism. This coverage serves as a supplement to *The Longman Writer’s* exhaustive coverage of this very important topic.

THE BOOK’S PLAN

Gratified by the first six editions’ enthusiastic reception by instructors and students, we’ve maintained the *Longman Writer’s* essential structure. The book’s format is as follows:

Part I, “The Reading Process,” provides guidance in a three-step process for reading, in which students learn the importance of developing critical reading skills.

Part II, “The Writing Process,” takes students, step-by-step, through a multi-stage composing sequence. Each chapter presents a stage of the writing process and includes:

- Checklists that summarize key concepts and keep students focused on the essentials as they write.

- Diagrams that encapsulate the writing process, providing at-a-glance references as students compose their own essays.
- Activities that reinforce pivotal skills and involve students in writing from the start, showing them how to take their papers through successive stages in the composing process.

Part III, “The Patterns of Development,” covers nine patterns: description, narration, illustration, division-classification, process analysis, comparison-contrast, cause-effect, definition, and argumentation-persuasion. Each chapter contains a detailed explanation of the pattern, as well as:

- *Checklists* for prewriting and revising that summarize key concepts and keep students focused on the essentials as they write.
- *Diagrams* that encapsulate the patterns of development, providing at-a-glance references as students compose their own essays.
- *Annotated student essays* that clearly illustrate each pattern of development. Commentary following each essay points out the blend of patterns in the paper and identifies both the paper’s strengths and the areas that need improvement.
- *Prewriting and Revising Activities* that help students appreciate the distinctive features of the pattern of development being studied. Prewriting Activities ask students to generate raw material for an essay and help them to see that the essay may include more than one pattern of development. Revising Activities allow students, working alone or in groups, to rework and strengthen paragraphs and examine and experiment with rhetorical options and composing techniques.
- *Professional selections* that represent not only a specific pattern of development, but also showcase a variety of subjects, tones, and points of view. Selections include tried-and-true classics such as George Orwell’s “Shooting an Elephant” and contemporary pieces such as Leslie Savan’s “Black Talk and Pop Culture” and Eric Weiner’s “Euromail and Amerimail.” An extensive instructional apparatus accompanies each professional selection:
 - *Biographical notes* that provide background on every professional author and create an interest in each piece of writing.
 - *Pre-Reading Journal Entries* that prime students for each professional selection by encouraging them to explore, in an unpressured way, their thoughts about an issue. These entries motivate students to read each professional piece with extra care, attention, and personal investment.
 - *Diagrams* that outline the essay structure of one professional reading per chapter, providing students with an easy reference for identifying and emulating each pattern of development.
 - *Questions for Close Reading* that help students to interpret each selection, while *Questions About the Writer’s Craft* ask students to analyze a writer’s use of patterns in the piece.
 - *Writing Assignments* that ask students to write essays using the same pattern as in the selection, to write essays that make connections to other

patterns and selections, and to conduct library or Internet research. In addition, one assignment asks students to develop the ideas explored in their Pre-Reading Journal Entry into a full-length essay.

- End-of-chapter *General Assignments* and *Assignments with a Specific Purpose, Audience, and Point of View* that provide open-ended topics for students to explore and applications of rhetorical context to real-world settings.

Part IV, “The Research Paper,” discusses how to locate, evaluate, integrate, and document electronic and print sources for a research paper and includes:






- *Checklists* that summarize key concepts of writing a research paper and keep students focused on the essentials as they select a research topic, evaluate sources, write and revise a research paper, and create and refine a bibliography.
- *Source Samples* that provide concrete examples of how students can locate all the necessary components of an MLA citation (for a book, online periodical, and subscription database) by presenting the actual source and its corresponding citation.
- *Activities* that ensure mastery of key research skills.

Part V, “The Literary Paper and Exam Essay,” shows students how to adapt the composing process to fit the requirements of two highly specific writing situations and includes:

- *Checklists* that summarize key concepts of analyzing literary works, revising a literary analysis, and preparing for an exam essay.
- *Student essays* that provide solid models of writing and commentary that analyzes each piece of writing, indicating the reasons why each essay is exemplary.
- *Writing Assignments* and *Activities* that encourage students to write their own essays, using the skills they have learned in each chapter.

Part VI, “A Concise Handbook,” provides easy-to-grasp explanations of the most troublesome areas of grammar, punctuation, and spelling that students encounter.

Marginal icons throughout alert both students and instructors to unique elements of this book:

- In Part II, student writing-in-progress is indicated with .
- In Part III, cross-references to other professional selections are indicated with .
- In Part III, assignments that are conducive to using the library or Internet are indicated with .
- In Parts II–V, ethical issues are indicated with .
- In Parts II, III, and V, combined patterns of development are indicated with .

TEACHING SUPPLEMENTS

A comprehensive Instructor’s Manual to accompany *The Longman Writer*, Seventh Edition, includes: a thematic table of contents; pointers about using the

book; suggested activities; a detailed syllabus, and in-depth responses to the end-of-chapter activities, Questions for Close Reading, and Questions about the writer's Craft.

MyCompLab (www.mycomplab.com)

MyCompLab is a Web application that offers comprehensive and integrated resources for every writer. With MyCompLab, students can access a dynamic eBook version of *The Longman Writer*; learn from interactive tutorials and instruction; practice and develop their skills with grammar, writing, and research exercises; share and collaborate their writing with peers; and receive comments on their writing from instructors and tutors. Go to <http://www.mycomplab.com> to register for these premiere resources and much more!

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JOHN LANGAN

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