

Cheryl Glenn • Loretta Gray

Harbrace ESSENTIALS

with Resources for Writing in the Disciplines

THIRD EDITION





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THIRD EDITION

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Preface

Whether you are writing for school or on the job, *Harbrace Essentials with Resources for Writing in the Disciplines* provides the practical advice, helpful strategies, and examples of effective writing that will help you make your writer's voice heard.

Finding What You Need

Harbrace Essentials with Resources for Writing in the Disciplines puts all the information you need at your fingertips.

- **Brief Contents.** Use the brief table of contents on the inside front cover to find the chapter you need. For quick reference, the brief table of contents also provides a guide to the color-coded parts of the book—you'll find the color for each part on related page tabs.
- **Contents.** When you need to locate more specific information, consult the detailed table of contents on the inside back cover. You can then flip to the sections you need, such as 4a or 15c, using the section locators at the top of each page.
- **User-Friendly Index.** You can find the specific pages on which any topic is mentioned by consulting the index (p. 555). The index includes entries that reflect the terminology of the book (for example, *conjunction*) as well as entries in everyday language for when you're not certain what topic to check (such as *and* if you don't know that this word is a conjunction). It provides not only page numbers but also chapter and section references for each topic.

- **Advice on MLA, APA, CMS, and CSE.** For quick access to documentation styles, open to the tab that says MLA and then scan the next page for the style you are using. A directory of Citation Maps can be found at the end of the book (p. 579). These Citation Maps explain the process of citing common sources in each style (MLA, APA, CMS, and CSE). The chapters on MLA and APA documentation are preceded by tabbed dividers for quick access.
- **Help for Writing in the Disciplines.** For advice on responding to an assignment or working with sources for courses in literature, the social sciences, humanities, natural sciences, or business, refer to one of these style- and discipline-specific chapters.
- **Knowledge Transfer.** We have included additional assignments for writing in other courses, writing in the workplace, and writing in the public sphere so you can quickly see that what you are learning in your writing classes are transferrable skills and content.
- **Glossaries.** If you need help with words that are commonly confused or misused (such as *accept* and *except*), consult the Glossary of Usage on page 525. The Glossary of Terms (p. 541) defines grammatical and rhetorical terms, including those that appear in boldface throughout the book.
- **Revision Symbols.** If your instructor gives you feedback that includes revision symbols, use this list to lead you to sections of the book that offer strategies and detailed help for revision. The list appears on p. 580, one page in from the inside back cover.
- **Resources for Multilingual Writers.** Refer to the checklists and tips throughout the book for key advice on special topics. For quick access to grammar help designed especially for multilingual writers, the directory at the end of the book (p. 579) points you to help with specific topics throughout the book.

- **Answers to Exercises.** *Harbrace Essentials with Resources for Writing in the Disciplines* offers answers to even-numbered exercise items so that you can work through material and test your own understanding.

Although we believe *Harbrace Essentials* will help you answer any question you may have about writing, if you have suggestions for improving the next edition or if we can assist you in any way, don't hesitate to write to us c/o Cengage Learning, English Editorial, 20 Channel Center Street, Boston, MA 02210.

Cheryl Glenn
Loretta Gray

Teaching and Learning Resources

Instructor Manual with Answer Key

An Instructor Manual with an Answer Key provides instructors with answers to all exercises in the handbook as well as a variety of pedagogical and teaching materials and is available in MindTap.

MindTap

MindTap® English for Glenn / Gray, *Harbrace Essentials, Resources for Writing in the Disciplines* is the digital learning solution that powers students from memorization to mastery. It gives you complete control of your course—to provide engaging content, to challenge every individual, and to build their confidence. Empower students to accelerate their progress with MindTap. MindTap: Powered by You.

MindTap gives you complete ownership of your content and learning experience. Customize the interactive assignments, emphasize the most important topics, and add your own material or notes in the eBook.

- Interactive activities on grammar and mechanics promote application to student writing.

- An easy-to-use paper management system helps prevent plagiarism and allows for electronic submission, grading, and peer review.
- A vast database of scholarly sources with video tutorials and examples supports every step of the research process.
- Professional tutoring guides students from rough drafts to polished writing.
- Visual analytics track student progress and engagement.
- Seamless integration into your campus learning management system keeps all your course materials in one place.
- A collection of vetted, curated student writing samples in various modes and documentation styles to use as flexible instructional tools.

MindTap® English comes equipped with the diagnostic-guided JUST IN TIME PLUS learning module for foundational concepts and embedded course support. The module features scaffolded video tutorials, instructional text content, and auto-graded activities designed to address each student's specific needs for practice and support to succeed in college-level composition courses. Available as a downloadable PDF in the MindTap learning path, College Workbook covers grammar, punctuation, usage, style, and writing. This workbook provides supplemental exercises and includes clear examples and explanations.

The Resources for Teaching folder provides support materials to facilitate an efficient course setup process focused around your instructional goals: the MindTap Planning Guide offers an inventory of MindTap activities correlated to common planning objectives so that you can quickly determine what you need. The MindTap Syllabus offers an example of how these activities could be incorporated into a 16-week course schedule. The Instructor's Manual provides suggestions for additional activities and assignments. The Answer Key for the College Workbook is also included.

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W

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Visit the [MindTap](#)® for this book for additional information and resources.

1

Writing and Reading Rhetorically

Whether you are reading textbooks or e-mails, writing assignments for class, text messaging your friends, or composing with words or visuals, you are actively using your knowledge of **rhetoric**, the purposeful and effective use of language (whether verbal or visual). In fact, you are intentionally using language to address your **rhetorical situation**, the set of circumstances within which a person writes or reads a text.

1a Understanding the rhetorical situation

You already intuitively know the basic elements of the rhetorical situation: **opportunity**, **writer**, **audience**, **message**, **stance**, and **context**. To communicate effectively, writers must analyze their particular situation and respond appropriately to their intended audience. Therefore, in academic and other formal rhetorical situations, you will want to allow time to consider the basic elements of the situation:

- **Opportunity.** What problem or issue is the writer (or you) taking the opportunity to resolve or address through language or images?
- **Writer.** What do you know about the writer (or author) and the writer's values, whether yourself or the person whose work you are reading?
- **Audience.** Who is the writer's audience? What values does the audience hold? How might this audience help the writer resolve or address the problem? Will the audience understand, be influenced (to change behavior or opinion), be entertained?

- **Purpose.** How does the writer's purpose connect with the interests of the audience? Does the writer want to entertain, inform, explain, describe, or argue a point? How does the purpose connect with the opportunity?
- **Message.** What specific assertions, examples, and support does the writer use? How is the message delivered—via a visual text, a verbal text, or a combination? Is it print, spoken, or electronic? In what ways are both the content and the delivery of the message appropriate for the audience?
- **Stance.** What opinions, hopes, or experiences does the writer connect with the purpose and the message itself? How does the writer's stance translate into the **thesis statement** (the central point or main idea of the text)?
- **Context.** In what context is the communication between writer and audience taking place? Context includes the time and place, the writer and audience, the medium of delivery—as well as the social, political, historical, geographical, and cultural factors that influence the context, whether helping or hindering successful communication.

1b Applying rhetorical knowledge

When you write rhetorically, you consider the best ways of reaching your audience—the best way to deliver an appropriate, purposeful, and convincing message. When you read rhetorically, you allow yourself to consider the writer's message. Before making a decision, you want to understand the message the writer is sending. Rhetorical readers read critically (asking questions and weighing evidence). They often begin with a **preview**, skimming over the message to locate its major points (title and headings, for example), and then they read through it carefully (including author biography, preface, index, and bibliography) to determine the credibility and reputation of the author as well as the amount of research that went into the

message itself. During the preview and close reading, rhetorical readers watch for **transitional** words that indicate important points of purpose, result, summary, causation, repetition, exemplification, or intensification (3d).

1c Academic writing

Academic writing, the writing expected of you as a student, will vary according to the assignments you receive within various academic disciplines. Much academic writing, though, shares several features: a thesis statement, purposefully organized supporting details and examples (often drawn from outside sources), and conventional grammar, spelling, punctuation, and mechanics. In other words, academic writing is carefully planned out and seriously delivered—unlike casual, social writing.

(1) Expectations for academic writing

Although assignments across courses and disciplines may differ, the expectations for academic writing remain fairly constant. Academic writing demonstrates an essential set of skills, including your ability to:

- respond appropriately to the assignment
- think critically (asking questions and weighing evidence while reading and writing)
- apply outside sources (your research, practice, observations, readings) as you join the scholarly conversation
- organize and develop your material effectively and logically
- communicate with clarity, purpose, and a sense of audience
- edit and proofread with an eye to conventions of formatting, documentation, grammar, punctuation, mechanics, and tone (or level of formality)
- deliver your knowledge and researched information in a number of ways (orally, visually, electronically, verbally)

(2) Analysis of assignments

To meet the expectations for academic writing, you need to understand every assignment. Ideally, assignments will be communicated in writing and explained and discussed in class. For each assignment, make sure you understand the following requirements. Ask your instructor questions in the case you do not understand.

- **Task.** What task does the assignment ask you to complete? What verb does the assignment use? The imperative verb (*argue, describe, explain*) should direct you toward the expected purpose. Are you to solve a problem, research an issue, answer a question, remember and retell a significant event, support a thesis, explain a process, define a concept?
- **Role and audience.** What stance are you expected to or allowed to take with regard to your audience? Are you being asked to assume the role of expert, explainer, questioner, arguer? Are you writing from a position of knowledge and power, from that of a learner, or from an opposing point of view?
- **Format.** What are the instructor's expectations with regard to length, manuscript form (electronic or print? verbal or visual?), documentation style, and so on? What manuscript format should you follow (that of a report, an essay, an oral delivery)?
- **Process to be followed.** Are you expected to conduct library or laboratory research? What is the schedule for completion of research, drafts, peer reviews, workshops, revisions, and so forth? Are you expected to submit your rough drafts with the final draft?
- **Criteria for evaluation.** How will the final product be graded? What are the criteria for success?

Keep in mind that these same criteria can be applied to workplace writing assignments. They are also helpful criteria for you to use when writing for personal, political, or civic reasons.

1d Genres and formats of academic writing

You may already be familiar with many of the genres of academic writing. A **genre** is a type of writing categorized by a well-established format with familiar features. Writers deliberately choose a single genre or purposeful combination of genres in order to reach a specific audience. Think of the personal essay, letter, memoir, case study, lab report, petition, résumé, job application letter, profile, evaluation, argument, proposal, investigative report, or research essay. Each of these genres has a distinctive purpose, format, and tone.

Once you settle on the appropriate genre and format for your writing, you can choose the best **medium** of delivering that message or some purposeful combination of oral, visual, verbal, digital, or print **media**. Just as your choice of medium shapes how you produce your message, that choice also offers you opportunities for experimenting with its delivery and reach. You are no doubt familiar with how to deliver a print message to your instructor. However, there may be occasions when you want to write specifically for online media so you can extend the range of your project by including visuals, animation, charts, graphs, and sonic elements, thereby reaching a wider audience outside your classroom and campus.

(1) Web pages

Writing material for a web page is different from writing a traditional academic essay or report. Web material requires a rethinking of organization, design, and style. The writer must determine a hierarchy of content emphasis (with related links to additional information); develop a clear, pleasing organization; and include useful links and other tools for navigation.

(2) Blogs

Writing a blog requires you to aim toward a specific, often limited, audience who will be receptive to your topic(s), your stance (your attitude toward your subject and your audience), and your ability to engage intelligently and frequently.

(3) Twitter

Limited to 140 characters, posts (or tweets) demand that you catch your readers' attention and get to the point. Your purpose is to spark conversation.

(4) Wikis

Wikis—collaborative online texts—allow you to share huge amounts of information with colleagues. All wiki writers expect to receive both positive and negative feedback from one another.

(5) Audio and video

The possibilities of audio and video delivery allow you to compose podcasts, YouTube videos, documentaries, and short films—all sorts of multimedia genres, including mash-ups that integrate music, visuals, information, and data. You can use these media to enhance your print texts or as stand-alone compositions.

All of these media of delivery are also used professionally, personally, and politically.

2

Planning and Drafting Essays

Writing is a process, a series of manageable steps. Effective writers know they cannot possibly do everything at once, so they generate, organize, develop, and clarify their ideas as well as polish their prose in separate—but often overlapping—stages.

2a Stages of the writing process

Prewriting is the initial stage of the writing process. Consider your intended audience, purpose, and context. Then jump-start your thinking about a suitable topic by talking with others working on the same assignment, keeping a journal, freewriting, or questioning.

Drafting involves writing down as much as you can with regard to your topic. Academic writing calls for evidence to support your assertions and your opinions. At this stage, then, you will need to determine the kinds of evidence your writing calls for (facts, testimony, personal experience, library, archival, laboratory, and/or field research) and set about collecting that evidence. The more information you get down, the more options you will have as you begin to clarify your thesis (or guiding question) and purpose for writing. Ironically, you will generate ideas at the same time that you focus them. Progress is your goal at this stage, not perfection.

Revising offers you the opportunity to focus your purpose for writing, establish a clear thesis statement or governing idea, and organize your ideas accordingly. During revision, you work to stabilize the overall structure of your essay and individual paragraphs. You also shape your introduction and

conclusion. Revising often means producing another draft for yet further revision and editing.

Editing and **proofreading** focus on deep and surface features, ranging from organization and use of topic sentences to punctuation, spelling, word choice, sentence structure, and all the rest of the details of academic English (4d).

CHECKLIST FOR ASSESSING A TOPIC

- Why are you interested in the topic?
- What audience might be interested in the topic? How is the topic appropriate for your audience?
- What is your purpose in writing about this topic to your intended audience?
- How can you do justice to the topic in the time and space available to you? Should you narrow it, expand it, or give it a specific slant?
- Do you have all the information you need to address this topic? If not, what additional information might you need?

2b

Developing a thesis statement

Once you decide on a topic (or a focus on an assigned topic), ask yourself what you would like to say about it—and why. By combining your topic (for example, studying another language) with your point about that topic (it's important because it prepares students to participate in a global economy), you will create a thesis statement, an explicit declaration of the overarching idea of your paper. A thesis statement keeps your writing on target, unifies your writing, and guides your readers through the content that follows at the same time that it showcases your originality.

To bring your topic into focus, consider your individual interests, your purpose, the needs of your audience, and the