THIRD EDITION

compose • design • advocate

a rhetoric for integrating written, oral, and visual communication,

a rhetoric for multimodal communication

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THE CONCEPTUAL SHAPE OF THIS BOOK

SECTION 1
designing compositions rhetorically
Learn a process for making specific and detailed choices about any communication you compose. Learn how statements of purpose and design plans support you in developing confident communication and building the relations you want with others.

SECTION 2
researching to support composing
All composing requires research, which can involve digging into books and articles or observing or interviewing others. Strengthen your research abilities by watching one student research a topic and develop the research into a written paper, an oral presentation with a supporting slide show, and a photo essay; chapters on written, oral, and visual texts offer strategies specific to those particular kinds of texts. Learn, also, how to use research to support advocacy.

SECTION 3
analyzing the arguments of others
We use the examples of this section—posters, photographs, opinion pieces, essays, comics—to demonstrate analysis of different kinds of communication. Analyze these readings to learn more about strategies and approaches for making your own communication stronger—and for deciding whether you want to be persuaded by a text.

Your own productions
This book’s resources for analysis and composition are arranged to help you develop your own texts that do the work you want them to do.
PURPOSES OF THIS BOOK

We want to help you determine the most effective strategies, arrangements, and media to use in different communication contexts.

In this book, we offer a systematic approach for analyzing communication situations of all kinds. We offer concepts and vocabulary to help you make thoughtful choices in presenting visual, oral, written, and other multimodal communication. We hope to help you gain more confidence and fluency in communication.

In addition, because we believe communication always builds relationships among people, and because we see thoughtful and careful communication as central to citizenship, we present our approach to communication with a focus on civic advocacy.

We hope to support you in gaining a thoughtful and strong presence in the organizations, institutions, and practices that help shape the country and communities we share and nurture together.
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ASSIGNMENTS

SAMPLE STUDENT WORK

READINGS
NEW to this edition

New readings and visual samples
Chapters 10–15 have almost all new readings and visual examples in addition to the previous editions’ texts that teachers and students told us were keepers.

New learning outcomes
Page 10 discusses the outcomes and how students might use them. On pages 11–16, we list each outcome, tied to its particular place in the book.

Enhanced focus on multimodality
A new chapter—chapter 9—pulls together the previous three chapters on writing, oral presentations, and visual communication to help students think directly about composing using different modes. In chapter 9, they can follow how a student composes a webpage using the research developed in chapters 5–8.

Enhanced rhetorical focus
In response to feedback from teachers and students, we have enhanced still further the rhetorical focus of this book. We’ve provided more sample rhetorical analyses and have enhanced the discussion of persuasion in chapters 1 and 10–15.

More student sample texts
We have continued to add student texts; the blue box to the right lists many—but not all—the sample student texts (we couldn’t fit them all!).

Research develops into a paper, an oral report, a photo essay, a webpage
In chapters 4 through 9, as part of the expansion of sample student writing, you can see how one student carries out research (including developing an annotated bibliography) and then uses that research to develop a draft and a final revision of a written research paper, an oral report with supporting slides, an argumentative photo essay, and a webpage.

Analyzing video
A new chapter—chapter 15—demonstrates how to analyze and write about videos.

“Reading and Responding Rhetorically”
Student writing rhetorically analyzes:
• a website, page 339
• movie posters, page 340
• advocacy posters, page 355
• a photographic essay, page 370
• editorials and opinion pieces, pages 394 and 402
• essays, pages 421 and 428
• videos, pages 456 and 458

Students developing texts
• In chapters 2–3, we show Renee working through the rhetorical process for composing as she develops a letter for the dean.

In chapters 4–9, we show Ajay carrying out the following work:
• In chapter 5, Ajay determines a topic and carries out his research on that topic, ending in an annotated bibliography.
• In chapter 6, Ajay develops a statement of purpose, a design plan, a first draft, and a revised draft of a research paper, based on the work shown in chapter 4.
• In chapters 7–9, Ajay develops a statement of purpose and a design plan that result in an oral research report with supporting slides, a photographic essay, a webpage.
Revel FOR COMPOSE / DESIGN / ADVOCATE

Designed for the way today’s composition students read, think, and learn
In English, reading is never the endgame. Instead—whether in a textbook, an exemplar essay, or a source—it begins a conversation that plays out in writing.
Revel complements the written word with a variety of writing opportunities, brief assessments, model documents, and rich annotation tools to deepen students’ understanding of their reading. By providing regular opportunities to write and new ways to interact with their reading, Revel engages students and sets them up to be more successful readers and writers—in and out of class.

Video and Rich Multimedia Content
Videos, audio recordings, animations, and multimedia instruction provide context that enables students to engage with the text in a more meaningful way.

Interactive Readings and Exercises
Students explore readings through interactive texts. Robust annotation tools allow students to take notes, and post-reading assignments let instructors monitor their students’ completion of readings before class begins.

Just-in-Time Context
Just-in-time context—encompassing definitions of key terms, concepts, and rhetorical strategies—is incorporated throughout, giving students a deeper understanding of what they read.

Integrated Writing Assignments
Minimal-stakes, low-stakes, and high-stakes writing tasks allow students multiple opportunities to interact with the ideas presented in the reading assignments, ensuring that they come to class better prepared.

NEW! Ever-growing Accessibility

Learning Management System Integration
Revel offers a full integration to the Blackboard Learning Management System (LMS). Access assignments, rosters and resources, and synchronize Revel grades with the LMS gradebook. New direct, single sign-on provides access to all the immersive Revel content that fosters student engagement.

The Revel App
The Revel App further empowers students to access their course materials wherever and whenever they want. With the Revel App, students can access Revel directly from their iPhone or Android device and receive push notifications on assignments all while not being tethered to an Internet connection. Work done on the Revel app syncs up to the browser version, ensuring that no one misses a beat.

Visit www.pearsonhighered.com/revel for more information.
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