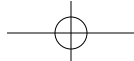
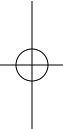


A Sequence for Academic Writing



A Sequence for Academic Writing

SEVENTH EDITION

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Preface for Instructors

A *Sequence for Academic Writing* evolved out of another of our texts, *Writing and Reading Across the Curriculum* (WRAC). Through thirteen editions over the past thirty-five years, WRAC has helped more than a million students prepare for the writing to be done well beyond the freshman composition course. WRAC features a rhetoric in which students are introduced to the core skills of summary, critique, synthesis, and analysis, and a reader that presents readings in the disciplines to which students can apply the skills learned in the earlier chapters.

Because the skills of summary, critique, synthesis, and analysis are so central to academic thinking and writing, many instructors—both those teaching writing across the curriculum and those using other approaches to composition instruction—have found WRAC a highly useful introduction to college-level writing. We therefore adapted the rhetoric portion of WRAC, creating a separate book that instructors can use apart from any additional reading content they choose to incorporate into their writing courses. *A Sequence for Academic Writing* is both an adaptation of WRAC and an expansion: It includes chapters, sections, and additional writing assignments not found in the parent text.

What's New in this Edition?

The seventh edition of *A Sequence for Academic Writing* represents a major revision of the previous edition.

- A new Chapter 1, “An Introduction to Thinking and Writing in College,” offers a visually rich invitation to academic life and orients students to key “critical habits of mind” that they will develop throughout their college years:

cultivating intellectual curiosity, exploring similarities and differences, arguing with logic and evidence, and challenging arguments. The chapter opens with a definition of academic writing, distinguishing it from both personal, expressive writing and business writing. The chapter closes with a rationale for communicating critical habits of thinking through writing. Throughout, examples about the idea of money illustrate the intellectual foundations of college life. This illustration is extended to Chapter 6 in the form of a new model explanatory synthesis.

- The seventh edition separates the discussion of critical reading from the writing of summaries. In the new Chapter 2, “Reading with Attention,” students learn clear, accessible strategies for previewing selections to identify an author’s purpose and for reading to understand the structure and content used to achieve that purpose. Students will find a fresh example reading, with margin notations and markups, concerning the brain’s ability to remember.
- The new Chapter 3, “Summarizing and Paraphrasing Sources,” is the first part of a revised pedagogical strategy to separate quotation into its own Chapter 4 and emphasizes (in Chapter 3) working with *partial* sources, sources in their entirety, and especially challenging sources. The new example article in Chapter 2 on how brains remember is used to illustrate core concepts in Chapter 3. Paul Bloom’s level-appropriate but still challenging “The Baby in the Well” is carried over from the sixth edition and presents students with the opportunity to read, understand, and take pride in understanding a provocative essay.

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- We devote a new Chapter 4, “Quoting Sources, Using Signal Phrases, and Making Standard ‘Moves,’” to instruction not only on what and how to quote but also on how to integrate quotations into the flow of both sentence and paragraph. The discussion of modifying quotations with ellipses and brackets receives all new examples. The new section Six Strategies for Using Signal Phrases (or Sentences) illustrates techniques for integrating quotations, summaries, and paraphrases into sentences. And the new Making Standard “Moves” to Build Paragraphs shows students how to use quotations and paraphrases to build paragraphs in five distinct ways typical of academic discourse: to introduce a fact, to introduce an idea, to start and continue a discussion, to illustrate, and to mark a transition.
 - Chapter 5, “Critique and Critical Reading,” presents a new model critique on the “The Right to Bury the (Online) Past,” an op-ed that appeared in *The Washington Post* in September 2015. The op-ed writer Liz Tucker makes a compelling argument (with which the *Post* disagrees): that the Web’s endless storage capacity can hurt those whose youthful indiscretions or painful memories follow them endlessly online, creating both psychological and economic damage. We set the op-ed alongside two additional articles on the debate, which was triggered when a European court required search engine companies to review and, when warranted, grant requests to remove links to sensitive (and no longer relevant) materials. The new model critique takes on a current, contentious issue regarding digital life and issues of free speech and censorship.
 - Chapter 6, “Explanatory Synthesis,” presents a new model explanation on the idea of money (a topic introduced in the new Chapter 1). The new synthesis explains how money is less an object than it is an agreement, or shared idea, about how we value goods and services. That is, both a dollar bill and a diamond have value only to the extent that we agree they do. The new model paper explores an idea that illustrates academic inquiry at its fascinating best. Money as an idea is a strange (though accessible) notion that will get students thinking. The chapter also features two new passages on the topic of concussions; they demonstrate the differences between arguing and explaining.
 - A research librarian has completely revamped Chapter 10, “Locating, Mining, and Citing Sources,” to incorporate current practices and techniques on conducting research and on using the latest digital tools and methods. The chapter includes coverage of the 2010 American Psychological Association (APA) guidelines for citation format, **along with the 2016 Modern Language Association (MLA) guidelines**—changes that reflect the latest editions of the MLA and APA manuals.
 - Readers familiar with earlier editions will note an increased use of photos and graphics. *A Sequence for Academic Writing* is necessarily a print-heavy text, offering strategies for thinking critically about academic sources. Notwithstanding the digital revolution, sources remain largely (though by no means exclusively) print-based, whether read onscreen or on paper. Working within that constraint, we have tried to ease the visual heaviness of earlier editions and to make *A Sequence for Academic Writing* more visually appealing.
- In sum, the seventh edition of *A Sequence for Academic Writing* offers a major revision of a familiar text that freshens examples, clarifies and expands instruction, and generally makes more accessible a book that has helped introduce numerous students to source-based writing in a variety of academic settings. As always, we rely on the criticism of colleagues to improve our work, and we invite you to contact the publisher with suggested revisions.

Organization and Key Features

We proceed through a sequence from “summary, paraphrase, and quotation” to “critical reading and critique,” to “explanatory synthesis” and “argument synthesis,” to analysis. Students will find in Chapter 9 a discussion of the writing process that is reinforced throughout the text. Chapter 10, “Locating, Mining, and Citing Sources,” introduces students to the tools and techniques they will need in order to apply the skills learned earlier in the text to sources they gather themselves when conducting research.

The book ends with a controlled research assignment in Chapter 11, “Practicing Academic Writing.” We make a special effort both to address the issue of plagiarism and to encourage students to live up to the highest ethical standards.

Key features in *A Sequence for Academic Writing* include the following:

- *Boxes*, which sum up important concepts in each chapter
- Brief writing *exercises*, which prompt individual and group activities
- *Writing assignments*, which encourage students to practice the skills they learn in each chapter
- *Model papers*, which provide example responses to writing assignments discussed in the text

While we are keenly aware of the overlapping nature of the skills on which we focus and while we could endlessly debate an appropriate order in which to cover these skills, a book is necessarily linear. We have chosen the sequence that makes the most sense to us. Teachers should feel free to use these chapters in whatever order they decide is most useful to their individual aims and philosophies. Understanding the material in a later chapter does not, in most cases, depend on students having read material in the earlier chapters.

Supplements

Instructor’s Manual

The *Instructor’s Manual (IM)* provides sample syllabi and assignment ideas for traditional and Web-based courses. Each IM chapter opens with a summary of the chapter in the student text, followed by specific instruction on that chapter’s focus. Writing/critical thinking activities offer additional exercises use Internet sources. In addition, each IM chapter provides extensive lists of Web source material for both students and instructors. Contact your Pearson representative for access.

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