

# The Longman Writer

Rhetoric, Reader, Research Guide,  
and Handbook

**TENTH EDITION**

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New York, NY

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**Cover Designer:** Pentagram  
**Cover Illustration:** Anuj Shrestha  
**Manufacturing Buyer:** Roy L. Pickering, Jr.  
**Printer and Binder:** RRD Crawfordsville  
**Cover Printer:** Lehigh-Phoenix Color/Hagarstown

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#### Library of Congress Cataloging-in-Publication Data

Names: Nadell, Judith, author. | Langan, John, author. | Coxwell-Teague, Deborah, author.

Title: The Longman writer: rhetoric, reader, research guide, and handbook /

Judith Nadell, John Langan, Deborah Coxwell-Teague.

Description: Tenth edition. | New York, NY: Pearson Education, [2018] | Includes index.

Identifiers: LCCN 2016047708 | ISBN 9780134407647 (student edition)

Subjects: LCSH: English language—Rhetoric—Handbooks, manuals, etc. | Report writing—Handbooks, manuals, etc. | College readers.

Classification: LCC PE1408 .N188 2018 | DDC 808/.042—dc23

LC record available at <https://lcn.loc.gov/2016047708>

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1 16



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Student Edition ISBN 10: 0-134-40764-4

Student Edition ISBN 13: 978-0-13440764-7

A la Carte ISBN 10: 0-134-40807-1

A la Carte ISBN 13: 978-0-13440807-1

# Contents

Preface	xi	Crafting a Thesis	36
		Creating an Effective Thesis	36
		Avoiding Thesis Pitfalls	38
		Arriving at an Effective Thesis	39
		Placing the Thesis in an Essay	39
		<b>Activities: Identifying a Thesis</b>	<b>40</b>
<b>PART I The Reading Process</b>			
<b>1 Becoming a Critical Reader and Thinker</b>	<b>1</b>	<b>4 Supporting the Thesis with Evidence</b>	<b>42</b>
Reading, Annotating, and Critically Evaluating Texts	2	What Is Evidence?	43
Stage 1: Get an Overview of the Selection	3	How Do You Find Evidence?	43
Stage 2: Deepen Your Sense of the Selection	3	How the Patterns of Development Help Generate Evidence	44
Stage 3: Critically Evaluate the Selection	4	<b>Characteristics of Evidence</b>	<b>44</b>
Critically Assessing Visuals in a Reading	5	The Evidence Is Relevant and Unified	45
Critically Assessing an Image: An Example	6	The Evidence Is Specific	45
Critically Assessing a Graph: An Example	7	The Evidence Is Adequate	46
A Model Annotated Reading	8	The Evidence Is Dramatic	46
<b>Larry Rosen</b>	<b>9</b>	The Evidence Is Accurate	46
<b>Our Obsessive Relationship with Technology</b>	<b>9</b>	The Evidence Is Representative	47
		Borrowed Evidence Is Documented	47
		<b>Activities: Supporting the Thesis with Evidence</b>	<b>47</b>
		<b>5 Organizing the Evidence</b>	<b>49</b>
<b>PART II The Writing Process</b>		Use the Patterns of Development	50
<b>2 Getting Started Through Prewriting</b>	<b>14</b>	Select an Organizational Approach	51
Use Prewriting to Get Started	16	Chronological Approach	51
Keep a Journal	16	Spatial Approach	52
The Pre-Reading Journal Entry	17	Emphatic Approach	52
Understand the Boundaries of the Assignment	19	Simple-to-Complex Approach	52
Determine Your Purpose, Audience, Tone, and Point of View	19	Prepare an Outline	53
Discover Your Essay's Limited Subject	23	<b>Activities: Organizing the Evidence</b>	<b>56</b>
Generate Raw Material About Your Limited Subject	26		
Conduct Research	29	<b>6 Writing the Paragraphs in the First Draft</b>	<b>58</b>
Organize the Raw Material into a Scratch Outline	30	How to Move from Outline to First Draft	59
<b>Activities: Getting Started Through Prewriting</b>	<b>32</b>	If You Get Bugged Down	60
<b>3 Identifying a Thesis</b>	<b>35</b>		
What Is a Thesis?	36		

iv Contents

A Suggested Sequence for Writing the First Draft	60	Select Words with Appropriate Connotations	104
1. Write the Supporting Paragraphs	60	Use Specific Rather Than General Words	105
2. Write Other Paragraphs in the Essay’s Body	68	Use Strong Verbs	106
3. Write the Introduction	68	Delete Unnecessary Adverbs	107
4. Write the Conclusion	70	Use Original Figures of Speech	108
5. Create the Title	72	Avoid Sexist Language	109
Pulling It All Together	72	Sample Student Revision of Sentences and Words	111
Sample First Draft	73	<b>Activities: Revising Sentences and Words</b>	<b>112</b>
<b>Caylah Francis, “Kids and Video Games”</b>	<b>74</b>		
Commentary	75	<b>9 Editing and Proofreading</b>	<b>115</b>
<b>Activities: Writing the Paragraphs in the First Draft</b>	<b>75</b>	Edit Carefully	116
		Use the Appropriate Manuscript Format	117
		Proofread Closely	118
		Student Essay: From Prewriting Through Proofreading	118
<b>7 Revising Overall Meaning, Structure, and Paragraph Development</b>	<b>79</b>	<b>Caylah Francis, “Aggression, Addiction, Isolation, and More: The Dark Side of Video Game Play”</b>	<b>119</b>
Six Strategies to Make Revision Easier	80	Commentary	121
Set Your First Draft Aside for a While	80	Revising the First Draft	123
Work from Printed Text	80	<b>Activities: Editing and Proofreading</b>	<b>124</b>
Read the Draft Aloud	80		
View Revision as a Series of Steps	81		
Evaluate and Respond to Instructor Feedback	82		
Peer Review: An Additional Revision Strategy	82		
Revising Overall Meaning and Structure	86	<b>PART III The Patterns of Development</b>	
Revising Paragraph Development	86	<b>10 Description</b>	<b>125</b>
Sample Student Revision of Overall Meaning, Structure, and Paragraph Development	88	What Is Description?	126
<b>Activities: Revising Overall Meaning, Structure, and Paragraph Development</b>	<b>89</b>	How Description Fits Your Purpose and Audience	126
		Objective and Subjective Description	127
		Tone and Language	127
<b>8 Revising Sentences and Words</b>	<b>91</b>	Prewriting Strategies	128
Revising Sentences	92	Strategies for Writing a Description Essay	128
Make Sentences Consistent with Your Tone	92	Revision Strategies	131
Make Sentences Economical	93	Student Essay: From Prewriting Through Revision	132
Vary Sentence Type	95	<b>Leanna Stoufer, “Enduring with Dignity: Akua’s Surviving Children”</b>	<b>134</b>
Compound Sentences	96	Commentary	135
Complex Sentences	97	<b>Activities: Description</b>	<b>138</b>
Vary Sentence Length	98	Prewriting Activities	138
Make Sentences Emphatic	99	Revising Activities	139
Revising Words	103		
Make Words Consistent with Your Tone	103		
Use an Appropriate Level of Diction	103		
Avoid Words That Overstate or Understate	104		

Professional Selections: Description	140	Revising Activities	199
<b>Mario Suárez, “El Hoyo”</b>	140	Professional Selections: Illustration	200
<b>Cherokee Paul McDonald, “A View from the Bridge”</b>	144	<b>Kay S. Hymowitz, “Tweens: Ten Going on Sixteen”</b>	200
<b>Riverbend, “Bloggers Without Borders ...”</b>	147	<b>Hillary Rodham Clinton, “Remarks to the United Nations Fourth World Conference on Women Plenary Session”</b>	206
<b>Additional Writing Topics: Description</b>	152	<b>Temple Grandin, “Seeing in Beautiful, Precise Pictures”</b>	212
<b>11 Narration</b>	154	<b>Additional Writing Topics: Illustration</b>	215
What Is Narration?	155	<b>13 Division-Classification</b>	217
How Narration Fits Your Purpose and Audience	155	What Is Division-Classification?	218
Prewriting Strategies	156	How Division-Classification Fits Your Purpose and Audience	219
Strategies for Using Narration in an Essay	161	Prewriting Strategies	220
Revision Strategies	161	Strategies for Using Division-Classification in an Essay	221
Student Essay: From Prewriting Through Revision	163	Revision Strategies	223
<b>Laura Rose Dunn, “Letters from Dad”</b>	165	Student Essay: From Prewriting Through Revision	224
Commentary	165	<b>Catherine Gispert, “The Benchers, the Nappers, the Jellyfish, and the Musicians”</b>	225
<b>Activities: Narration</b>	168	Commentary	227
Prewriting Activities	168	<b>Activities: Division-Classification</b>	230
Revising Activities	169	Prewriting Activities	230
Professional Selections: Narration	169	Revising Activities	231
<b>Audre Lorde, “The Fourth of July”</b>	169	Professional Selections: Division-Classification	232
<b>Lynda Barry, “The Sanctuary of School”</b>	174	<b>Amy Tan, “Mother Tongue”</b>	232
<b>Joan Murray, “Someone’s Mother”</b>	177	<b>Bianca Bosker, “How Teens Are Really Using Facebook: It’s a ‘Social Burden,’ Pew Study Finds”</b>	238
<b>Additional Writing Topics: Narration</b>	181	<b>William Zinsser, “College Pressures”</b>	243
<b>12 Illustration</b>	183	<b>Additional Writing Topics: Division-Classification</b>	249
What Is Illustration?	184	<b>14 Process Analysis</b>	251
How Illustration Fits Your Purpose and Audience	184	What Is Process Analysis?	252
Prewriting Strategies	185	How Process Analysis Fits Your Purpose and Audience	252
Strategies for Using Illustration in an Essay	186	Problem Solving	253
Revision Strategies	191	Process Analysis Combined with Other Strategies	253
Student Essay: From Prewriting Through Revision	191		
<b>Charlene Adams, “Professors Open Up About the Benefits of a College Degree”</b>	193		
Commentary	196		
<b>Activities: Illustration</b>	198		
Prewriting Activities	198		

Prewriting Strategies  
 Strategies for Using Process Analysis  
 in an Essay  
 Revision Strategies  
 Student Essay: From Prewriting Through  
 Revision  
**Jared Mosley, “Don’t Write Poetry—Be  
 a Poet”**  
 Commentary  
**Activities: Process Analysis**  
 Prewriting Activities  
 Revising Activities  
 Professional Selections: Process Analysis  
**Amy Sutherland, “What Shamu Taught  
 Me About a Happy Marriage”**  
**Alex Horton, “On Getting By”**  
**Caroline Rego, “The Fine Art of  
 Complaining”**  
**Additional Writing Topics: Process  
 Analysis**

## 15 Comparison-Contrast

What Is Comparison-Contrast?  
 How Comparison-Contrast Fits Your  
 Purpose and Audience  
 Prewriting Strategies  
 Strategies for Using Comparison-Contrast  
 in an Essay  
 Revision Strategies  
 Student Essay: From Prewriting Through  
 Revision  
**Blake Norman, “Buying a Cross-Country  
 Mountain Bike”**  
 Commentary  
**Activities: Comparison-Contrast**  
 Prewriting Activities  
 Revising Activities  
 Professional Selections: Comparison-  
 Contrast  
**Jeffrey N. Wasserstrom, “A Mickey  
 Mouse Approach to Globalization”**

254 **Patricia Cohen, “Reality TV: Surprising  
 Throwback to the Past?”** 306  
 254 **Alex Wright, “Friending, Ancient or Otherwise”** 310  
 258 **Additional Writing Topics: Comparison-  
 Contrast** 313  
 259 **16 Cause-Effect** 316  
 260 What Is Cause-Effect? 317  
 262 How Cause-Effect Fits Your Purpose and  
 Audience 317  
 265 Prewriting Strategies 318  
 266 Strategies for Using Cause-Effect in an Essay 319  
 268 Revision Strategies 324  
 Student Essay: From Prewriting Through  
 Revision 325  
 272 **Erica Zwiig, “Party with a Purpose”** 327  
 Commentary 329  
 278 **Activities: Cause-Effect** 332  
 Prewriting Activities 332  
 Revising Activities 332  
 Professional Selections: Cause-Effect 333  
 284 **Jane S. Shaw, “Nature in the Suburbs”** 333  
 285 **Leila Ahmed, “Reinventing the Veil”** 340  
**Josie Appleton, “The Body Piercing Project”** 345  
 285 **Additional Writing Topics: Cause-Effect** 351  
 286 **17 Definition** 353  
 287 What Is Definition? 354  
 292 How Definition Fits Your Purpose and  
 Audience 354  
 293 Prewriting Strategies 355  
 Strategies for Using Definition in an Essay 356  
 294 Revision Strategies 359  
 296 Student Essay: From Prewriting Through  
 Revision 360  
 300 **Olivia Fletcher, ““Tweet, Tweedle-lee-dee’  
 (118 Characters Left)”** 360  
 Commentary 364  
 301 **Activities: Definition** 365  
 Prewriting Activities 365  
 Revising Activities 366

Professional Selections: Definition	369	<b>Additional Writing Topics: Argumentation-</b>	
<b>Jhumpa Lahiri, “My Two Lives”</b>	<b>369</b>	<b>Persuasion</b>	<b>446</b>
<b>Laura Fraser, “The Inner Corset”</b>	<b>373</b>		
<b>Keith Johnson, “Who’s a Pirate? In Court, a Duel Over Definitions”</b>	<b>378</b>		
<b>Additional Writing Topics: Definition</b>	<b>384</b>		
<b>18 Argumentation-Persuasion</b>	<b>386</b>	<b>PART IV The Research Essay</b>	
What Is Argumentation-Persuasion?	387	<b>19 Locating, Critically Evaluating, Analyzing, and Synthesizing Research Sources</b>	<b>448</b>
How Argumentation-Persuasion Fits Your Purpose and Audience	387	Plan the Research	449
Logos, or Soundness of the Argument	388	Understand the Essay’s Boundaries	449
Pathos, or the Emotional Power of Language	388	Choose a General Subject	450
Ethos, or Credibility and Reliability	389	Prewrite to Limit the General Subject	451
Analyzing Your Audience	389	Understand Primary versus Secondary Research	451
Prewriting Strategies	390	Conduct Preliminary Research	452
Strategies for Using Argumentation-Persuasion in an Essay	391	Identify a Tentative (Working) Thesis	452
Revision Strategies	405	Make a Schedule	453
Student Essay: From Prewriting Through Revision	406	Conduct Primary Research	453
<b>Lydia Gumm, “It’s About Time, Augusta!”</b>	<b>406</b>	Conduct Interviews	453
Commentary	411	Gather Information with Surveys	454
<b>Activities: Argumentation-Persuasion</b>	<b>413</b>	Conduct Secondary Research	455
Prewriting Activities	413	Find Books on Your Subject	456
Revising Activities	414	Find Periodicals on Your Subject	456
Professional Selections: Argumentation-Persuasion	418	Find Sources on the Internet	457
<b>Anna Quindlen, “Driving to the Funeral”</b>	<b>418</b>	Know the Advantages and Limitations of the Library and the Web	457
<b>Mary Sherry, “In Praise of the ‘F’ Word”</b>	<b>422</b>	Prepare an Annotated Bibliography	458
Debating the Issues: Gender-Based Education	425	Record Information About the Source	458
<b>Gerry Garibaldi, “How the Schools Shortchange Boys”</b>	<b>425</b>	Critically Evaluate Sources	460
<b>Michael Kimmel, “A War Against Boys?”</b>	<b>431</b>	Relevance	460
Debating the Issues: Government Regulation to Help Control Obesity and Related Diseases	437	Timeliness	460
<b>Mark Bittman, “What Causes Weight Gain”</b>	<b>437</b>	Seriousness of Approach	461
<b>Sherzod Abdukadirov and Michael Marlow, “Government Intervention Will Not Solve Our Obesity Problem”</b>	<b>442</b>	Objectivity	461
		Analyze and Synthesize Source Material	462
		Analyzing Source Material	463
		Synthesizing Source Materials	464
		Use Quotation, Summary, and Paraphrase Without Plagiarizing	465
		Quotation	465
		Summary	466
		Paraphrase	468
		Avoiding Plagiarism	470



**Activities: Locating, Critically Evaluating, Analyzing, and Synthesizing Research Sources** 471

**20 Writing the Research Essay** 473

Refine Your Working Thesis	475
Revise Your Annotated Bibliography and Organize Any Additional Notes	476
Organize the Evidence by Outlining	477
Write the First Draft	477
Integrate Sources into Your Writing	477
Using Sources Effectively	478
Awkward Use of a Quotation	478
Effective Use of a Source	478
Introducing a Source	479
Using Variety in Attributions	480
Shortening or Clarifying Quotations	481
Capitalizing and Punctuating Short Quotations	482
Presenting Statistics	483
Document Sources to Avoid Plagiarism	484
What Needs to Be Documented?	485
What Does Not Need to Be Documented	485
Creating In-Text References: MLA Format	485
Revise, Edit, and Proofread the First Draft	489
Prepare the Works Cited List: MLA Format	490
General Instructions for the MLA Works Cited List	490
Citation Examples	494
Prepare the References List: APA Format	498
Parenthetical Citations in the Text	498
General Instructions for the APA References List	499
Citing Print Sources—Periodicals	500
Citing Print Sources—Books	502
Citing Sources Found on a Website	503
Citing Sources Found Through an Online Database or Scholarly Project	505
Citing Other Common Sources	506
Sample Student Research Essay MLA-Style Documentation	507
MLA-Style Documentation	507
<b>Lydia Eileish Kelly, “MMORPGs: Creating a Culture of Inclusion”</b>	<b>508</b>

APA-Style Documentation	515
<b>Activities: Writing the Research Essay</b>	<b>518</b>

**PART V The Literary Essay and Essay Exam**

**21 Writing About Literature** 519

Elements of Literary Works	520
Literary Terms	520
How to Critically Read a Literary Work	522
Read to Form a General Impression	522
Ask Questions About the Work	522
Reread and Annotate	523
Modify Your Annotations	523
Write the Literary Analysis	524
Prewrite	524
Identify Your Thesis	524
Support the Thesis with Evidence	525
Organize the Evidence	525
Write the First Draft	526
Revise Overall Meaning, Structure, and Paragraph Development	527
Edit and Proofread	528
Pulling It All Together	528
Read to Form a General Impression	528
<b>Katherine Mansfield, “Miss Brill”</b>	<b>528</b>
Student Essay	533
<b>Bella Clemmons, “At Least for a While—Perhaps Forever”</b>	<b>533</b>
Commentary	533
Additional Selections and Writing Assignments	534
<b>Robert Frost, “Out, Out—”</b>	<b>534</b>
<b>Kate Chopin, “The Story of an Hour”</b>	<b>536</b>
<b>22 Writing Essay Exams</b> 539	
Three Forms of Written Answers on Essay Exams	540
Short Answers	540
Paragraph-Length Answers	540
Essay-Length Answers	541
How to Prepare for Essay Exams	541
Taking Essay Exams	542



Survey the Entire Test	542	Misplaced and Ambiguous Modifiers	560
Understand the Essay Question	542	Dangling Modifiers	561
Write the Essay	542		
Sample Essay Answer	544	<b>Punctuation</b>	<b>561</b>
<b>Activity: Writing Essay Exams</b>	<b>546</b>	Period (.)	561
		Question Mark (?)	562
		Exclamation Point (!)	563
		Comma (,)	563
		Semicolon (;)	566
		Colon (:)	567
		Quotation Marks (“ ”)	568
		Ellipsis (...)	570
		Apostrophe (')	570
		Parentheses ()	572
		Brackets []	573
		Hyphen (-)	574
		Dash (—)	575
		<b>Mechanics</b>	<b>575</b>
		Capitalization	575
		Italics	576
		Numbers	577
		Abbreviations	578
		<b>Acknowledgments</b>	<b>583</b>
		<b>Photo Credits</b>	<b>585</b>
		<b>Index</b>	<b>587</b>
<b>PART VI A Concise Handbook</b>			
<b>Sentence Faults</b>	<b>545</b>		
Fragments	545		
Phrase Fragments	545		
Dependent Clause Fragments	547		
Comma Splices and Run-on Sentences	549		
Three Common Pitfalls	549		
Faulty Parallelism	551		
<b>Verbs</b>	<b>552</b>		
Problems with Subject-Verb Agreement	552		
Problems with Verb Tense	554		
<b>Pronouns</b>	<b>555</b>		
Problems with Pronoun Use	555		
Pronoun Case	555		
Pronoun Agreement	557		
Pronoun Reference	559		
<b>Modifiers</b>	<b>560</b>		
Problems with Modification	560		

# Preface

**T**he *Longman Writer* brings together equal parts product and process. We describe possible sequences and structures to stress the connection between reading and writing, and we 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 essay exam and literary paper; (2) a *reader* with *professional selections* and *student essays* integrated into the rhetoric; (3) a *research guide*, with information on writing and properly documenting a research paper in both MLA and APA formats, including up-to-date guidelines based on the 8th edition of the *MLA Handbook* and the 6th edition of the *APA Publication Manual*; and (4) a concise, easy-to-use *handbook*. Throughout the text, we aim for a supportive, conversational tone that inspires students' confidence. Numerous *activities* and *writing assignments*—*more than 500 in all*—develop awareness of rhetorical choices and encourage students to explore a range of composing strategies.

## What's New in the Tenth Edition

The tenth edition of *The Longman Writer* has been fully updated to provide helpful advice on academic writing, critical reading and thinking and the recursive stages of the writing process along with more in-depth coverage of the research process and new examples of student writing throughout.

**An increased emphasis on academic writing** is integrated into the chapters on the writing process

(Part II) and throughout the chapters on the patterns of development and the research essay (Parts III–IV), with more professional selections including MLA and APA in-text references and works cited or reference lists.

**The importance of reading and thinking critically** is emphasized throughout the text, beginning in Chapter 1, “Becoming a Critical Reader and Thinker.” Each chapter teaches students how to think critically during the composing process, including tips for thinking critically about the sources they might integrate in their essays.

**A revised section on the writing process** (Chapters 2–9) clearly illustrates the recursive stages students will move through as they craft an essay. The eight chapters follow a new student essay through the composing process, showing writers what they need to do during each step—from the time they receive the assignment to the day they submit the final draft.

**Revised chapters on the research essay** incorporate the guidelines in the *MLA Handbook*, 8th edition.

**A revised, more thorough treatment of plagiarism** includes discussion of intentional and unintentional plagiarism and “patchwork writing.”

**More complete coverage on writing the research essay** includes an annotated bibliography to accompany a new sample student research essay in both MLA and APA formats.

**All new student essays**—twelve in all—cover a range of subjects, from academic (review of a piece of art) to personal (relationships) to political (gender equality). Many of the new student essays are written using third-person point of view, integrated sources, and illustrations including photos, charts, and graphs.

**New professional selections** range from those written by Hillary Rodham Clinton (“Remarks to

the United Nations Fourth Conference on Women Plenary Session”) to food columnist and TV personality Mark Bittman (“What Causes Weight Gain”) to Chinese history professor Jeffrey M. Wasserstrom (“A Mickey Mouse Approach to Globalization”).

## The Book’s Plan

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

**Part II, “The Writing Process,”** takes students, step by step, through a multistage 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 the following:

- *Checklists* for prewriting and revising summarize key concepts and keep students focused on the essentials as they write.
- *Diagrams* encapsulate the patterns of development, providing at-a-glance references as students compose their own essays.
- *Annotated student essays* 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 areas that need improvement.

- *Prewriting and Revising Activities* ask students to generate raw material for an essay, help them to see that the essay may include more than one pattern of development, and allow students to rework and strengthen paragraphs and examine and experiment with rhetorical options.
- *Professional selections* represent not only a specific pattern of development, but also showcase a variety of subjects, tones, and points of view. Extensive apparatus accompanies each professional selection.
  - *Biographical notes* provide background on every professional author and create an interest in each piece of writing.
  - *Pre-Reading Journal Entries* prime students for each professional selection by encouraging them to explore their thoughts about an issue.
  - *Diagrams* outline the structure of professional readings and provide students with an easy reference for identifying each pattern of development.
  - *Questions for Critical Reading* help students to interpret each selection, while *Questions About the Writer’s Craft* ask students to analyze a writer’s use of patterns.
  - *Writing Assignments* ask students to write essays using the same pattern as in the selection, to write essays that include other patterns, and to conduct research.
- End-of-chapter *General Assignments*, *Assignments Using Multimedia*, and *Assignments with a Specific Purpose, Audience, and Point of View* provide open-ended topics for students to explore and applications of rhetorical context to real-world settings.

**Part IV, “The Research Essay,”** discusses how to locate, evaluate, analyze, synthesize, integrate, and document electronic and print sources for a research paper and includes the following:





- *Checklists* summarize key concepts and keep students focused on essentials as they select a research topic, evaluate sources, write and revise a research essay, and create their bibliography.

- *Source Samples* provide concrete examples of how students can locate all the necessary components of an MLA citation by presenting the actual source and its corresponding citation.
- *Activities* ensure mastery of key research skills.

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

**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** alert students and instructors to unique elements of this book:

- In Part II, student writing in progress is 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 .

## Supplements

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## Acknowledgments

Many writing instructors have reviewed *The Longman Writer*, and their practical comments guided our work every step of the way. To the following reviewers we are indeed grateful: Nina Beaver, Crowder College; Ken Bishop, Itawamba Community College; Ann Bukowski, Bluegrass Community and Technical College; Philip Wayne Corbett, South University Columbia; Denise Dube, Hill College; Wynora W. Freeman, Shelton State Community College; Virginia Armiger Grant, Gaston College; Carolyn Horner, South University; Rick Kmetz, South University; Jacquelyn Markham, South University; and Jeannine Morgan, St. Johns River State College.

We are most indebted to Deborah Coxwell-Teague of Florida State University for her significant, conscientious, and expert contributions to the tenth edition, including the selection of new and contemporary readings; new questions and activities; a new emphasis on incorporating visuals and sources; a thoroughly reimagined treatment of the research process with expanded discussion of analyzing, evaluating and synthesizing sources; and even new chapter-opening images.

To both sides of the families of Judy Nadell and John Langan go affectionate thanks for being so supportive of our work. Finally, we’re grateful to our students. Their candid reactions to various drafts of the text sharpened our thinking and kept us honest. We’re especially indebted to the students whose work is included in this book. Their essays illustrate dramatically the potential and the power of student writing.

*Judith Nadell*

*John Langan*