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The 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.

- 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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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