TWELFTH EDITION

THE PRENTICE HALL READER

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Preface

The Prentice Hall Reader is predicated on two premises: that reading plays a vital role in learning how to write and that writing and reading can best be organized around the traditional division of discourse into a number of structural patterns. Such a division is not the only way that the forms of writing can be classified, but it does have several advantages.

First, practice in these structural patterns encourages students to organize knowledge and to see the ways in which information can be conveyed. How else does the mind know except by classifying, comparing, defining, or seeking cause-and-effect relationships? Second, the most common use of these patterns occurs in writing done in academic courses. There, students are asked to narrate a chain of events, to describe an artistic style, to classify plant forms, to compare two political systems, to tell how a laboratory experiment was performed, to analyze why famine occurs in Africa, to define a philosophical concept, or to argue for or against off-shore drilling. Learning how to structure papers using these patterns is an exercise that has immediate application in students’ other academic work. Finally, because the readings use these patterns as structural devices, they offer an excellent way in which to integrate reading into a writing course. Students can see the patterns at work and learn how to use them to become more effective writers and better, more efficient readers.

WHAT IS NEW IN THE TWELFTH EDITION?

The twelfth edition of The Prentice Hall Reader features 43 essays, 26 of which are new, 11 essays written by students, and 27 examples of the organizational strategies used in academic texts, literary texts, and visual texts. As in the previous editions, the readings are chosen on the basis of several criteria: how well they demonstrate a particular pattern of organization, appeal to an audience of first-year students, and promote interesting and appropriate discussion and writing activities.

The twelfth edition includes a number of new features:

• **New readings.** Over 60 percent of the readings are new in this edition. Readings come from a variety of emerging genres—especially online journals and blogs. The authors represent a wide range by gender, age, race, and ethnicity. Some examples are drawn from classic American writers, some from undergraduates, some from first-time published authors. The topics are selected to be timely for a typical undergraduate audience.

• **New writing prompts, including topics for multimodal writing.** Each chapter has new writing prompts including topics that suggest a range of multimodal possibilities and those that involve real world applications of writing strategies.
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• A revised chapter on argument and persuasion. It now includes a group of new Casebooks on topics targeted at college students. The Casebooks include a series of different perspectives on the issue. Students can use the material to write opinion essays and documented research papers.

• A revised chapter on the research paper. A new student research paper has been added, and search and documentation information has been updated. The new MLA format for documentation is also included and explained.

• New sections on analyzing organizational strategies used in academic texts, literary texts, and visual texts. Each chapter includes examples drawn from a variety of texts.

• New student essays have been added. In addition to a prewriting, first draft, and revised draft of a student essay in each chapter, several of the longer readings were also written by undergraduates.

WHAT IS DISTINCTIVE ABOUT THE PRENTICE HALL READER?

The twelfth edition retains and improves on some of the popular features from earlier editions:

• Selections arranged by difficulty. The readings in each chapter are scaled in terms of length and sophistication—moving from a student example in the chapter’s introduction to examples written by professional writers arranged in terms of difficulty. No chapter has fewer than five selections; most have six or more.

• Clear introductions to each chapter. Each chapter’s introductory material is organized around key questions about prewriting, writing, revising, and analyzing.

• Guides to Reading and Analyzing, Writing an Essay, Revising an Essay. Separate chapters cover the process of writing and revising. Two essays—one by an undergraduate and one by a professional writer—show the writing process at work.

• An abundance of detailed writing prompts. Each essay has a minimum of seven topics. Additional possibilities are included at the end of each chapter.

• Links between grammar and writing. An activity follows each essay, and a Glossary and Ready Reference at the end of the book explains and illustrates common problems.

• Links between organizational strategies used in essays and other forms of writing. These can be found in each of the chapters, providing additional opportunities for critical analysis and writing.

• An extensive chapter on writing the research paper. The research process is traced from idea to finished draft.
• **Learning objectives.** At the start of each chapter, the learning objectives for that unit are identified.

**WHAT ADDITIONAL RESOURCES ARE AVAILABLE TO THE INSTRUCTOR?**

A separately published *Instructor's Manual With Quizzes* (ISBN 0-321-94600-6), available in downloadable form at www.pearsonhighered.com, includes the following:

• **Teaching writing resources.** These resources for planning the writing and reading in a composition course include sections on teaching the writing process, including how to use prewriting activities, to confer, to design and implement collaborative learning activities, and to grade. In addition, they offer advice on how to plan a class discussion, how to avoid pointless discussions, and how to conduct a writing assessment. They also include a variety of sample course materials including reproducible worksheets.

• **Annotations for each essay.** A teaching strategy suggests ways in which to teach the essay and to keep the students' attention focused on how the essay works as a piece of writing. The strategy includes

  • Explanations of allusions and contexts. Appropriate background information that explains allusions and historical contexts
  • Essay activities. Specific critical reading activities for each essay
  • Discussion question responses. Possible responses to all of the discussion questions included in the text
  • Quizzes. Two quizzes are provided for each essay in the *Reader*, one on content and the other on vocabulary. Each quiz has five multiple-choice questions and is printed in a reproducible form. The quizzes are intended to be administered and graded quickly. They provide the instructor with a brief and efficient means of testing the students’ ability to extract significant ideas from the readings and to demonstrate their understanding of certain vocabulary words from the readings. Keys to both quizzes are included.

**MyWritingLab** MyWritingLab is an online homework, tutorial, and assessment program that provides engaging experiences to today’s instructors and students. By incorporating rubrics into the writing assignments, faculty can create meaningful assignments, grade them based on their desired criteria, and analyze class performance through advanced reporting. For students who enter the course under-prepared, MyWritingLab offers a diagnostic test and personalized remediation so that students see improved results and instructors spend less time in class reviewing the basics. Rich multimedia resources, including a text-specific ebook, are built in to engage students and support faculty throughout the course. Visit www.mywritinglab.com for more information.
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