The twelfth edition of *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook* is a comprehensive text that offers ample material for a full-year composition course. Instructors teaching a one-term course can make selections from Chapters 1 to 18, from whatever types of specialized writing suit their students’ needs, and from appropriate essays in the Reader.

Because we strongly believe that an effective composition text should address students directly, we have aimed for a style that is conversational yet clear and concise. We believe that our style invites students into the book, lessens their apprehensions about writing, and provides a model for their own prose. This style complements our strong student-based approach to writing, and together they help create a text that genuinely meets students’ needs.

### What’s New in the Twelfth Edition

The enthusiastic response to the eleven previous editions both by teachers and students has been very gratifying. The twelfth edition retains the many popular features of the previous editions, including the strong and consistent focus on critical thinking throughout the text, and it incorporates a number of improvements suggested by users and reviewers that will considerably enhance the utility of the text. The following changes are noteworthy.

- **Civil Writing** is discussed in every chapter. To address the growing cultural challenges posed by social media and the increasingly hostile discourse in many media, this text stresses the importance and characteristics of civil writing to supplement the already strong emphasis on ethical writing.

- **Exploring Your Field of Writing** throughout the text encourages students to view writing in context and to research the roles of and expectations for writing in various fields and academic disciplines. These features enhance the transfer of learning from the classroom to the workplace.

- An emphasis on **visual rhetoric** focuses on multimedia approaches to writing and texts. New images appear at the start of each chapter, and each image is accompanied by a Journal Activity to encourage prewriting.

- **Journal Activities** across the text increase student participation and offer a wide range of prewriting prompts. The Revel version includes **Shared Writing** activities that allow students to collaborate on a single writing assignment.

- The **Reader** has been enhanced. Nearly half of the professional selections are new to this edition, with essays reprinted from a variety of media in a range of styles on current topics. To acknowledge the increasing emphasis on visual texts and to match student interest, a selection from a graphic novel has been included.

### Classic Pedagogy

In addition to the new features discussed above, the twelfth edition continues the pedagogy of previous editions.

- **Color highlighting** of key passages in sample texts identifies different writing strategies in action.

- **Graphic organizers** in the form of flowcharts (found at the end of most chapters) provide guidelines for the recursive process of developing essays.

- **Sample student essays** (one in each of the writing strategies chapters) are annotated to draw students’ attention to writers’ strategies.

- **Learning objectives** frame each chapter’s content to guide students in achieving the goals of the chapter.
• The text provides short, relevant, and engaging samples of the principles and writing strategies being discussed.
• Connected-discourse exercises remain a hallmark of the handbook.

Organization

The text is divided into four parts: the rhetoric, the research guide, the reader, and the handbook.

The Rhetoric

The Rhetoric consists of 18 chapters, grouped into four parts. The first part includes four chapters. Chapter 1 introduces students to the purposes of writing; the need for audience awareness, which includes a discussion of discourse communities; and the qualities of good writing, including attention to document design. Chapter 2 offers suggestions for effective and critical reading and thinking. Chapter 3 looks at planning and drafting stages. Chapter 4 takes students through the various revision stages, starting with a systematic procedure for revising the whole essay and then moving to pointers for revising its component parts. Checklists pose key questions for students to consider. Chapters 3 and 4 are unified by an unfolding case history that includes the first draft of a student paper, the initial revision marked with changes, and the final version. Notes in the margin highlight key features of the finished paper. Students can relate the sequence of events to their own projects as they work through the various stages. Both chapters offer suggestions for writing online, and Chapter 4 explains peer evaluation of drafts, collaborative writing, and maintaining and reviewing a portfolio.

In the second part, we shift from full-length essays to the elements that comprise them. Chapter 5 first discusses paragraph unity; it then takes up the topic sentence, adequate development, organization, coherence, and finally introductory, transitional, and concluding paragraphs. Throughout Chapter 5, as elsewhere, carefully selected examples and exercises form an integral part of the instruction.

Chapter 6 focuses on strategies for creating effective sentences. Such strategies as coordinating and subordinating ideas and using parallelism help students increase the versatility of their writing. The concluding section offers practical advice on crafting and arranging sentences so that they work together harmoniously. Some instructors may wish to discuss the chapters on paragraphs and sentences in connection with revision.

Chapter 7, designed to help students improve their writing style, deals with words and their effects. We distinguish between abstract and concrete words as well as between specific and general terms, and we also discuss the dictionary and thesaurus. Levels of diction—formal, informal, and technical—and how to use them are explained, as are tone, various types of figurative language, and irony. The chapter concludes by pointing out how to recognize and avoid wordiness, euphemisms, clichés, mixed metaphors, and sexist language.

The nine chapters in the third part (Chapters 8–16) feature the various strategies, or modes, used to develop papers. These strategies, which follow a general progression from less to more complex, are presented as natural ways of thinking, as problem-solving strategies, and therefore as effective ways of organizing writing. One chapter is devoted to each strategy. Each chapter includes (among other relevant topics) a section on thinking critically about the mode, writing in a civil manner, exploring writing in different fields, considering the ethics of writing in that mode, and critically synthesizing sources.

The discussion in each chapter follows a similar approach: first explaining the key elements of the strategy; next pointing out typical classroom and on-the-job applications to show students its practicality; and then providing specific planning, drafting, and revising guidelines. Practical heuristic questions are also posed. A complete student essay, accompanied by questions, follows the discussion section. These student essays represent realistic, achievable goals and spur student confidence, while the questions reinforce the general principles of good writing and underscore the points we make in our discussions. Carefully chosen writing suggestions follow the questions in most chapters. All chapters conclude with a section titled “Critical Synthesis with Sources.” These sections explain
and illustrate how students can advance their writing purpose by synthesizing material from various sources. Synthesis, of course, helps students develop and hone their critical reading and thinking skills. Furthermore, the instructor’s resource manual, *Teaching Composition with Strategies for Successful Writing*, includes suggestions for using the Reader essays and writing strategies to build assignments around themes.

The fourth and final part of the Rhetoric concentrates on two specialized types of college and on-the-job writing. Chapter 17 offers practical advice on studying for exams, assessing test questions, and writing essay answers. To facilitate student comprehension, we analyze both good and poor answers to the same exam question and provide an exercise that requires students to perform similar analyses. Chapter 18 focuses on writing about literature, film, and television. The chapter focuses on plot, point of view, character, setting, symbols, irony, theme, and other elements that students will most likely be asked to write about. For each element, we first present basic features and then offer writing guidelines. Diverse examples illustrate these elements. The chapter distinguishes writing an explication, a review, and a literary analysis. The chapter ends with sections that detail the development of a student paper and explain how to include the views of others when writing about literature.

**The Explore, Research, Write Guide**

The Research Guide consists of four chapters. Chapter 19 is a thorough and practical guide to writing library research papers. A sample pacing schedule not only encourages students to plan their work and meet their deadlines but also enables them to track their progress. As in Chapters 3 and 4, a progressive case history gradually evolves into an annotated student paper. The chapter also includes a detailed account of how to handle a variety of quotations and avoid plagiarism.

Chapter 20 details and illustrates the correct formats for bibliographical references and in-text citations for the MLA style, and Chapter 21 does the same for the APA systems of documentation. Guidelines are based on the 2009 edition of the *Publication Manual of the American Psychological Association* and current online updates as well as the 2016 (eighth) edition of the *MLA Handbook*. Our detailed treatment in Chapters 19, 20, and 21 should make supplemental handouts or a separate research-paper guide unnecessary.

Chapter 22 offers an in-depth discussion of interview, questionnaire, and direct-observation reports. After pointing out the nature, usefulness, and requirements of primary research, we explain how to plan and write each report, concluding with an annotated student model that illustrates the guidelines.

**The Reader**

The Reader, sequenced to follow the order of the strategies presented in the Rhetoric, expands the text’s utility by providing a collection of 30 carefully selected professional models that illustrate the various writing strategies. These readings display a wide variety of style, tone, and subject matter and were originally published in a wide range of sources. These essays, together with the nine student models that accompany the various strategy chapters, should make a separate reader unnecessary.

Supplementing Chapter 2 on reading strategies, the Reader comes with reading suggestions for each strategy that detail how to read the essays of a given type, how to read essays critically, and how to read the essays as a writer.

Each essay clearly illustrates the designated pattern; each has been thoroughly checked for student interest; and each provides a springboard for a stimulating discussion. In making our selections we have aimed for balance and variety:

1. Some are popular classics by acknowledged prose masters; some, anthologized for the first time, are by fresh, new writers.
2. Some are straightforward and simple some challenging and complex.
3. Some adopt a humorous, lighthearted approach; some a serious, thoughtful one.
4. Some take a liberal stance, some a conservative one; and some address ethnic, gender, and cultural diversity.
5. A few are rather lengthy; most are relatively brief.

The first essay in each strategy section is annotated in the margin to indicate the features of the
strategy. These annotations not only facilitate student understanding but also help link the Rhetoric and Reader into an organic whole. A brief biographical note about the author precedes each selection, and stimulating questions designed to enhance student understanding of structure and strategy follow it. A journal activity before the selection encourages students to engage in prewriting before they read the essay. In addition, a section titled “Toward Key Insights” poses one or more broad-based questions prompted by the essay’s content. Answering these questions, either in discussion or writing, should help students gain a deeper understanding of important issues. Finally, we include a writing assignment suggested by the essay’s topic. The final selection for each strategy identifies the ways in which the essay uses multiple strategies.

The Handbook

The comprehensive Handbook, which features tab indexing on each page for easy access to all material, consists of three parts: “Sentence Elements,” “Editing to Correct Sentence Errors,” and “Editing to Correct Faulty Punctuation and Mechanics.” Explanations skirt unneeded grammatical terminology and are reinforced by sets of sentence exercises. We also include connected-discourse exercises—unfolding narratives that engage and retain student interest and therefore facilitate learning—in the “Sentence Errors” and “Punctuation and Mechanics” sections. Extra sets of 20-item exercises that parallel those in the Handbook are available in the downloadable Instructor’s Manual (ISBN 9780135203361) to instructors who adopt the book. Instructors can use the Handbook either as a reference guide or as a basis for class discussion.

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Available with your adoption of any © 2019 or © 2020 Pearson English course in Revel is the English Assignments Library comprising 500 essay and Shared Media prompts:
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• 200 Shared Media assignments ask students to interpret and/or produce various multimedia texts to foster multimodal literacy. Shared Media activities include analyzing or critiquing short professional videos on topics of contemporary interest; posting brief original videos or presentation slides; and sharing original images—such as posters, storyboards, concept maps, or graphs.

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Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you not only to choose course materials but also to integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of Strategies for Successful Writing. These supplements are available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at www.pearson.com/us to register for access.

• INSTRUCTOR’S RESOURCE MANUAL
Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor’s Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or out of class, research activities, participation activities, and suggested readings, series, and films as well as a Revel features section. Available within Revel and on the IRC.

• POWERPOINT PRESENTATION
Make lectures more enriching for students. The accessible PowerPoint Presentation includes a full lecture outline, photos, and figures from the textbook and Revel edition. Available on the IRC.

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J.A.R.
R.v.d.O.
To the Student

No matter what career you choose, your ability to communicate clearly and effectively will directly affect your success. In the classroom, your instructor will often evaluate your mastery of a subject by the papers and examinations you write. Prospective employers will make judgments about your qualifications and decide whether to offer you an interview on the basis of your job application letter and résumé. On the job, you will be expected to write clear, accurate reports, memos, and letters.

There is nothing mysterious about successful writing. It does not require a special talent, nor does it depend on inspiration. It is simply a skill, and like any other skill, it involves procedures that can be learned. Once you understand them and the more you practice, the easier writing becomes.

Strategies for Successful Writing will help you become a successful writer. And after you graduate it can serve as a useful on-the-job reference. The first, third, and fourth chapters explore the fundamentals of writing and the general steps in planning, drafting, and revising papers. Chapter 2 will help you read more effectively for college and show you how to read as a writer. The next three chapters focus on paragraphs, sentences, and writing style. The next nine chapters explain the basic writing strategies you can use for most writing projects. The final six chapters turn to specialized writing—essay examinations, papers about literature, library research papers, and papers based on your own original research results. The book concludes with a Reader and, if you are using the complete version of the text, a Handbook.

From time to time you have probably had the unpleasant experience of using textbooks that seemed to be written for instructors rather than students. In preparing this book, we have tried never to forget that you are buying, reading, and using it. As a result, we have written the text with your needs in mind. The book uses simple, everyday language and presents directions in an easy-to-follow format. The chapters on writing strategies provide examples of student essays that supplement the professional essays in the Reader. These student examples represent realistic, achievable goals. When you compare them to the professional examples, you’ll see that students can indeed do excellent work. We are confident that by learning to apply the principles in this text, you will write well, too.

Here’s wishing you success!

J.A.R.
R.v.d.O.