



ALONG THESE LINES

WRITING PARAGRAPHS AND ESSAYS

WITH WRITING FROM READING STRATEGIES

EIGHTH EDITION

**JOHN SHERIDAN BIAYS &
CAROL WERSHOVEN**



Along These Lines

Writing Paragraphs and Essays

with Writing from Reading Strategies

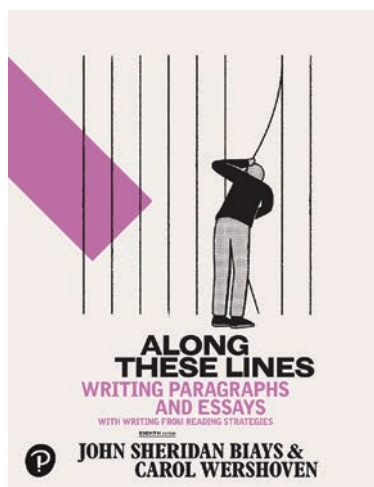
Eighth Edition

John Sheridan Biays, Professor Emeritus of English

Broward College

Carol Wershoven, Professor Emerita of English

Palm Beach State College



Pearson

330 Hudson street, New York, NY 10013

Vice President, Portfolio Management:

Chris Hoag

Editorial Assistant: Andres Maldonado

Vice President, Product Marketing:

Roxanne McCarley

Field Marketing Manager: Michael Coons

Product Marketing Coordinator: Erin

Rush

Managing Editor: Joanne Daukiewicz

Development Editor: Nancy Doherty

Schmitt

Project Coordination, Text Design,

and Electronic Page Makeup: Integra

Software Services

Cover Designer: Pentagram

Cover Illustration: Christopher DeLorenzo

Manufacturing Buyer: Roy L. Pickering, Jr.

Printer/Binder: LSC Willard

Cover Printer: Phoenix Color/Hagerstown

Acknowledgments of third-party content appear on page 633, which constitutes an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and MYWRITINGLAB are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication data on file at the Library of Congress.

Copyright © 2019, 2016, 2012 by Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

**Annotated Instructor's Edition**

ISBN 10: 0-134-77173-7

ISBN 13: 978-0-13477173-1

Student Edition

ISBN 10: 0-134-75890-0

ISBN 13: 978-0-13475890-9

Loose-leaf Edition

ISBN 10: 0-134-77661-5

ISBN 13: 978-0-13477661-3

Contents

Preface for Instructors xiii

Writing in Stages: The Process Approach 1

Learning by Doing 1
Steps Make Writing Easier 1

CHAPTER 1 Writing a Paragraph 2

What is the Role of a Paragraph? 2

PREWRITING A Paragraph 3

Freewriting, Brainstorming, and Keeping a Journal 3
Finding Specific Ideas 5
Critical Thinking and the Writing Process 6
Selecting One Topic 6
Adding Details to a Specific Topic 8
Focusing the Prewriting 11
Listing Related Ideas 11
Mapping 12
Forming a Topic Sentence 12
Writing Good Topic Sentences 13
Focusing the Prewriting: A Summary 14

PLANNING A Paragraph 19

Checking Your Details 19
Adding Details When There are Not Enough 19
Eliminating Details That Do Not Relate to the Topic Sentence 20
From List to Outline 20
Coherence: Putting Your Details in Proper Order 22

DRAFTING AND REVISING A Paragraph 25

Drafting a Paragraph 25
Revising 26

EDITING AND PROOFREADING A Paragraph 28

Proofreading 30
Giving Your Paragraph a Title 30
The Final Version of a Paragraph 30

Reviewing the Writing Process 30

Lines of Detail: A Walk-Through Assignment 32
Topics for Writing a Paragraph 34
Topics for Critical Thinking and Writing 36

CHAPTER 2 Illustration 37

What Is Illustration? 37

Hints for Writing an Illustration Paragraph 38

Writing the Illustration Paragraph in Steps 40

PREWRITING Illustration 40

Adding Details to an Idea 41
Creating a Topic Sentence 42

PLANNING Illustration 45

DRAFTING AND REVISING Illustration 48

Transitions 48

EDITING AND PROOFREADING Illustration 51

Lines of Detail: A Walk-Through Assignment 53
Topics for Writing an Illustration Paragraph 54
Topics for Critical Thinking and Writing 55

CHAPTER 3 Description 56

What is Description? 56

Hints for Writing a Descriptive Paragraph 56

Using Specific Words and Phrases 56

Using Sense Words in Your Descriptions 59

Writing the Descriptive Paragraph in Steps 61

PREWRITING Description 61

The Dominant Impression 62

PLANNING Description 64

DRAFTING AND REVISING Description 69

Transitions 71

EDITING AND PROOFREADING Description 73

Lines of Detail: A Walk-Through Assignment 75
Topics for Writing a Descriptive Paragraph 76
Topics for Critical Thinking and Writing 77

CHAPTER 4 Narration 78

What is Narration? 78

Give the Narrative a Point 79

Hints for Writing a Narrative Paragraph 82

Using a Speaker's Exact Words in a Narrative 83

Writing the Narrative Paragraph in Steps 84

PREWRITING Narration 84

Freewriting for a Narrative Topic 85
 Narrowing and Selecting a Suitable Narrative Topic 85

PLANNING Narration 88**DRAFTING AND REVISING** Narration 91

Revising for Sharper Details 91
 Checking the Topic Sentence 92
 Using Transitions Effectively in Narration 94
 A Revised Draft 94

EDITING AND PROOFREADING Narration 96

Final Version of Your Narrative Paragraph 97
 Lines of Detail: A Walk-Through Assignment 98
 Topics for Writing a Narrative Paragraph 99
 Topics for Critical Thinking and Writing 100

CHAPTER 5 Process 101**What Is Process?** 101

A Process Involves Steps in Time Order 102
 Hints for Writing a Process Paragraph 102

Writing the Process Paragraph in Steps 104**PREWRITING** Process 104

Writing a Topic Sentence for a Process Paragraph 105

PLANNING Process 106**DRAFTING AND REVISING** Process 111

Using Transitions Effectively 111
 A Revised Draft 112
 Using the Same Grammatical Person 113

EDITING AND PROOFREADING Process 114

Preparing Your Final Version 116
 Lines of Detail: A Walk-Through Assignment 117
 Topics for Writing a Process Paragraph 118
 Topics for Critical Thinking and Writing 119

CHAPTER 6 Comparison and Contrast 121**What Is Comparison? What Is Contrast?** 121

Hints for Writing a Comparison or Contrast Paragraph 122
 Organizing Your Comparison or Contrast Paragraph 124
 Using Transitions Effectively for Comparison or Contrast 127

Writing the Comparison or Contrast Paragraph in Steps 129**PREWRITING** Comparison or Contrast 129

Getting Points of Comparison or Contrast 129
 Adding Details to Your Points 131

PLANNING Comparison or Contrast 133**DRAFTING AND REVISING** Comparison or Contrast 138

A Sample Revised Draft 138

EDITING AND PROOFREADING Comparison or Contrast 140

Contrast Paragraph: Point-by-Point Pattern 140
 The Same Contrast Paragraph: Subject-by-Subject Pattern 142
 Lines of Detail: A Walk-Through Assignment 145
 Topics for Writing a Comparison or a Contrast Paragraph 146
 Topics for Critical Thinking and Writing 147

CHAPTER 7 Classification 148**What Is Classification?** 148

Hints for Writing a Classification Paragraph 149

Writing the Classification Paragraph in Steps 151**PREWRITING** Classification 151

Brainstorming a Basis for Classification 151
 Matching the Points within the Categories 152
 Writing a Topic Sentence for a Classification Paragraph 153

PLANNING Classification 154

Effective Order in Classifying 154

DRAFTING AND REVISING Classification 157

Transitions in Classification 157

EDITING AND PROOFREADING**Classification** 159

Lines of Detail: A Walk-Through Assignment 161
 Topics for Writing a Classification Paragraph 162
 Topics for Critical Thinking and Writing 163

CHAPTER 8 Definition 164**What Is Definition?** 164

Hints for Writing a Definition Paragraph 165

Writing the Definition Paragraph in Steps 168**PREWRITING** Definition 168

Using Questions to Get Details 169
 The Topic Sentence 169

PLANNING Definition 171**DRAFTING AND REVISING** Definition 174

Transitions 175
A Sample Draft 175

EDITING AND PROOFREADING Definition 179

Lines of Detail: A Walk-Through
Assignment 182
Topics for Writing a Definition Paragraph 183
Topics for Critical Thinking and Writing 184

CHAPTER 9 Cause and Effect 185

What Is Cause and Effect? 185
Hints for Writing a Cause or Effect
Paragraph 186

Writing the Cause or Effect Paragraph in Steps 188

PREWRITING Cause or Effect 188

Freewriting on a Topic 188
Devising a Topic Sentence 190

PLANNING Cause or Effect 192

The Order of Causes or Effects 193

DRAFTING AND REVISING Cause or Effect 195

Linking Ideas in Cause or Effect 196
Making the Links Clear 196
Revising the Draft 196

EDITING AND PROOFREADING Cause or Effect 198

Lines of Detail: A Walk-Through
Assignment 202
Topics for Writing a Cause or Effect
Paragraph 202
Topics for Critical Thinking and Writing 204

CHAPTER 10 Argument 205

What Is Argument? 205
Hints for Writing an Argument Paragraph 206

Writing the Argument Paragraph in Steps 209

PREWRITING Argument 209

Grouping Your Ideas 210

PLANNING Argument 212

The Order of Reasons in an Argument 212

DRAFTING AND REVISING Argument 215

Checking Your Reasons 216
Explaining the Problem or the Issue 216
Transitions That Emphasize Your Reasons and
Introduce Opposing Viewpoints 216
Revising a Draft 217

EDITING AND PROOFREADING Argument 219

Lines of Detail: A Walk-Through Assignment 222

Topics for Writing an Argument Paragraph 223
Topics for Critical Thinking and Writing 224

CHAPTER 11 Writing an Essay 226

What Is an Essay? 226

Comparing the Single Paragraph and the
Essay 227

Organizing an Essay 228

Writing the Thesis 228
Hints for Writing a Thesis 229

Writing the Essay in Steps 231

PREWRITING An Essay 231

Listing Ideas 232
Clustering the Ideas 232

PLANNING An Essay 234

Hints for Outlining 235
Revisiting the Prewriting Stage 237

DRAFTING AND REVISING An Essay 240

Writing the Introduction 240

Where Does the Thesis Go? 240
Hints for Writing the Introduction 240

Writing the Body of the Essay 243

How Long Are the Body Paragraphs? 243
Developing the Body Paragraphs 243

Writing the Conclusion 245

Revising the Draft 246

Transitions within Paragraphs 247
Transitions between Paragraphs 247
A Draft Essay 249

EDITING AND PROOFREADING An Essay 254

Creating a Title 254
The Final Version of an Essay 255
Lines of Detail: A Walk-Through
Assignment 257
Topics for Writing an Essay 258
Topics for Critical Thinking and Writing 260

CHAPTER 12 Different Essay Patterns: Part One 261

Illustration 262

Hints for Writing an Illustration Essay 262

Writing the Illustration Essay in Steps 263

PREWRITING Illustration Essay 263

PLANNING Illustration Essay 263

DRAFTING AND REVISING Illustration

Essay 265

EDITING AND PROOFREADING	Illustration
Essay	266
Topics for Writing an Illustration Essay	268
Topics for Critical Thinking and Writing	269
Description	269
Hints for Writing a Descriptive Essay	269
Writing the Descriptive Essay in Steps	270
PREWRITING	Descriptive Essay 270
PLANNING	Descriptive Essay 270
DRAFTING AND REVISING	Descriptive Essay 271
EDITING AND PROOFREADING	Descriptive Essay 273
Topics for Writing a Descriptive Essay	274
Topics for Critical Thinking and Writing	274
Narration	275
Hints for Writing a Narrative Essay	275
Writing the Narrative Essay in Steps	275
PREWRITING	Narrative Essay 275
PLANNING	Narrative Essay 276
DRAFTING AND REVISING	Narrative Essay 277
EDITING AND PROOFREADING	Narrative Essay 278
Topics for Writing a Narrative Essay	279
Topics for Critical Thinking and Writing	279
Process	280
Hints for Writing a Process Essay	280
Writing the Process Essay in Steps	281
PREWRITING	Process Essay 281
PLANNING	Process Essay 281
DRAFTING AND REVISING	Process Essay 283
EDITING AND PROOFREADING	Process Essay 284
Topics for Writing a Process Essay	285
Topics for Critical Thinking and Writing	286
Comparison and Contrast	286
Hints for Writing a Comparison or Contrast Essay	286
Writing the Comparison or Contrast Essay in Steps	287
PREWRITING	Comparison or Contrast Essay 287
Getting Points of Comparison or Contrast	287
PLANNING	Contrast Essay 288
DRAFTING AND REVISING	Contrast Essay 289

EDITING AND PROOFREADING	Contrast
Essay	291
Topics for Writing a Comparison or Contrast Essay	292
Topics for Critical Thinking and Writing	293

CHAPTER 13 Different Essay Patterns: Part Two 294

Classification	295
Hints for Writing a Classification Essay	295
Writing the Classification Essay in Steps	295
PREWRITING	Classification Essay 295
PLANNING	Classification Essay 296
DRAFTING AND REVISING	Classification Essay 297
EDITING AND PROOFREADING	Classification Essay 298
Topics for Writing a Classification Essay	300
Topics for Critical Thinking and Writing	300
Definition	301
Hints for Writing a Definition Essay	301
Writing the Definition Essay in Steps	301
PREWRITING	Definition Essay 301
PLANNING	Definition Essay 303
DRAFTING AND REVISING	Definition Essay 304
EDITING AND PROOFREADING	Definition Essay 305
Topics for Writing a Definition Essay	306
Topics for Critical Thinking and Writing	307
Cause and Effect	307
Hints for Writing a Cause or Effect Essay	307
Writing the Cause or Effect Essay in Steps	308
PREWRITING	Cause or Effect Essay 308
PLANNING	Effects Essay 309
DRAFTING AND REVISING	Effects Essay 310
EDITING AND PROOFREADING	Effects Essay 312
Topics for Writing a Cause or Effect Essay	313
Topics for Critical Thinking and Writing	313
Argument	314
Hints for Writing an Argument Essay	314
Writing the Argument Essay in Steps	315
PREWRITING	Argument Essay 315

PLANNING Argument Essay 316**DRAFTING AND REVISING** Argument Essay 318**EDITING AND PROOFREADING** Argument Essay 319

Topics for Writing an Argument Essay 321
 Topics for Critical Thinking and Writing 322

The Multipattern Essay 322

Hints for Writing a Multipattern Essay 322

Writing the Multipattern Essay in Steps 323**PREWRITING** Multipattern Essay on Pine River 323

Organizing Your Ideas for a Multipattern Essay 323

PLANNING Multipattern Essay on Pine River 324**DRAFTING AND REVISING** Multipattern Essay on Pine River 326**EDITING AND PROOFREADING** Multipattern Essay on Pine River 327**Another Example of the Multipattern Essay 328****PREWRITING** Multipattern Essay on One Family's Fight Against Agoraphobia 329**PLANNING** Multipattern Essay on One Family's Fight Against Agoraphobia 330**DRAFTING AND REVISING** Multipattern Essay on One Family's Fight Against Agoraphobia 331**EDITING AND PROOFREADING** Multipattern Essay on One Family's Fight Against Agoraphobia 333

Topics for Writing a Multipattern Essay 334
 Topics for Critical Thinking and Writing a Multipattern Essay 334

CHAPTER 14 Using Research to Strengthen Essays 335**The Roles of Research 335**

Starting with a Basic Outline and Essay 336
 An Essay without Research 337

Finding Research to Strengthen Essays 338

Locating Material in Your College Library 338
 Checking for Validity of Sources 338
 The PAARC Test 339

Incorporating and Acknowledging Your Sources 340

Gathering and Organizing Sources 340
 Taking Notes and Acknowledging Your Sources 340
 Using Sources 341
 Avoiding Plagiarism 341

Options for Acknowledging Your Sources: MLA Format 342

Signal Verbs and Signal Phrases 343

Documenting Information from a Source with an Unknown Author 343

Works Cited Entries: MLA Format (Eighth Edition) 345

A General Primer 345

Order of Information for Core Elements in a Works Cited Entry 346

Basic Formatting of Core Elements in a Works Cited Entry 346

Common Examples of Print Sources in Works Cited 347

Books 347

Periodicals 348

Common Examples of Online Sources in Works Cited 349

Web Sites 349

Online Periodicals 349

Common Examples of Sources from Subscription Services in Works Cited 350**Incorporating Research into Your Outline 352**

A Draft of an Essay with Research 353

Preparing the Final Version of an Essay With Research 355

Making Final Changes and Refinements 355

More Options for Acknowledging Your Sources: APA Format 359

Reference List Entries: APA Format 361

Key Components of a Reference List Entry 361

Basic Formatting of a Reference List Entry 362

Common Examples of Print Sources in a Reference List 362**Common Examples of Online Sources in a Reference List 363****CHAPTER 15** Writing from Reading 365**What is Writing from Reading? 365****Prereading 366****Reading 367****Rereading With a Pen or Pencil 367**

An Example of Rereading with a Pen or Pencil 368

What the Notes Mean 369

A Sample Summary 370**Writing a Reaction to a Reading 370****The Role of Critical Thinking 371****Developing Points of Agreement or Disagreement 371****Writing on a Related Idea 372**

Grammar for Writers 373

Overview 373
Using “Grammar for Writers” 373

CHAPTER 16 The Simple Sentence 374

Recognizing a Sentence 374
Recognizing Verbs 375
More on Verbs 375
Recognizing Subjects 376
More about Recognizing Subjects and Verbs 377
Prepositions and Prepositional Phrases 378
Word Order 379
More on Word Order 381
Word Order in Questions 381
Words Often Confused as Verbs 382
Words that Cannot Be Verbs 382
Recognizing Main Verbs 382
Verb Forms That Cannot Be Main Verbs 383
Chapter Test The Simple Sentence 389

CHAPTER 17 Beyond the Simple Sentence: Coordination 390

Avoiding Simple Sentences 390
Options for Combining Simple Sentences 391
Option 1: Using a Comma with a Coordinating Conjunction 391
Where Does the Comma Go? 392
Placing the Comma by Using Subject–Verb (S–V) Patterns 393
Option 2: Using a Semicolon Between Two Simple Sentences 396
Option 3: Using a Semicolon and a Conjunctive Adverb 397
Punctuating after a Conjunctive Adverb 397
Chapter Test Beyond the Simple Sentence: Coordination 402

CHAPTER 18 Avoiding Run-on Sentences and Comma Splices 404

Run-On Sentences 404
Steps for Correcting Run-On Sentences 405
Comma Splices 407
Steps for Correcting Comma Splices 408
Chapter Test Avoiding Run-on Sentences and Comma Splices 411

CHAPTER 19 Beyond the Simple Sentence: Subordination 412

More on Combining Simple Sentences 413
Option 4: Using a Dependent Clause to Begin a Sentence 413
Option 5: Using A Dependent Clause To End A Sentence 413
Using Subordinating Conjunctions 414
Punctuating Complex Sentences 416
Summary of Options for Combining Sentences 417
Chapter Test Coordination and Subordination 422

CHAPTER 20 Avoiding Sentence Fragments 423

Avoiding Sentence Fragments 423
Recognizing Fragments: Step 1 424
Recognizing Fragments: Step 2 425
Correcting Fragments 427
Chapter Test Avoiding Sentence Fragments 430

CHAPTER 21 Using Parallelism in Sentences 431

What is Parallelism? 431
Achieving Parallelism 432
Chapter Test Using Parallelism in Sentences 438

CHAPTER 22 Using Adjectives and Adverbs 439

What Are Adjectives? 440
Adjectives: Multiple Adjective Word Order 440
Adjectives: Comparative and Superlative Forms 441
What are Adverbs? 443
Hints About Adjectives and Adverbs 444
Do Not Confuse *Good* and *Well* or *Bad* and *Badly* 444
Not More + *-er* or Most + *-est* 445
Use *Than*, Not *Then*, in Comparisons 445
When Do I Need a Comma between Adjectives? 446
Chapter Test Using Adjectives and Adverbs 447

CHAPTER 23 Correcting Problems with Modifiers 448

What are Modifiers? 448
Correcting Misplaced Modifiers 449

Correcting Dangling Modifiers	452
Reviewing The Steps and The Solutions	454
Chapter Test Correcting Problems with Modifiers	456

CHAPTER 24 Using Verbs Correctly: Standard Verb Forms, Irregular Verbs, Consistency, and Voice 457

The Role of Verbs	457
The Present Tense	458
The Past Tense	459
The Four Main Forms of a Verb: Present, Past, Present Participle, and Past Participle	460
Irregular Verbs	461
The Past Tense Of <i>Be</i> , <i>Have</i> , and <i>Do</i>	462
More Irregular Verb Forms	463
Section Test Using Verbs Correctly	466
Consistent Verb Tenses	467
The Present Perfect Tense	470
The Past Perfect Tense	471
Passive and Active Voice	472
Avoiding Unnecessary Shifts in Voice	474
Other Common Mistakes with Verbs	475
Section Test Verbs: Consistency and Voice	477
Chapter Test Using Verbs Correctly: Standard Verb Forms, Irregular Verbs, Consistency, and Voice	478

CHAPTER 25 Making Subjects and Verbs Agree 479

Subjects and Verbs: Singular vs. Plural	480
Pronouns as Subjects	481
Special Problems with Agreement	482
Finding The Subject	482
Changed Word Order	484
Compound Subjects	485
Indefinite Pronouns	486
Collective Nouns	487
Making Subjects and Verbs Agree: The Bottom Line	488
Chapter Test Making Subjects and Verbs Agree	490

CHAPTER 26 Using Pronouns Correctly: Agreement and Reference 492

Nouns and Pronouns	492
Agreement of a Pronoun and its Antecedent	493

Indefinite Pronouns	494
Avoiding Gender Bias	494

Collective Nouns	495
------------------	-----

Pronouns and their Antecedents: Being Clear	498
---	-----

Chapter Test Using Pronouns Correctly: Agreement and Reference	500
--	-----

CHAPTER 27 Using Pronouns Correctly: Consistency and Case 501

Points of View and Pronoun Consistency	501
Choosing the Case of Pronouns	504
Rules for Choosing the Case of Pronouns	504
Pronoun Case in a Related Group of Words	504
Common Errors with the Case of Pronouns	505
Chapter Test Using Pronouns Correctly: Consistency and Case	508

CHAPTER 28 Punctuation 509

The Period	509
The Question Mark	510
Section Test Punctuation: The Period and the Question Mark	512
The Comma	512
Use a Comma as a Lister	512
Use a Comma as a Linker	513
Use a Comma as an Introducer	514
Use a Comma as an Inserter	514
Other Ways to Use a Comma	516
Section Test Punctuation: The Comma	518
The Semicolon	519
The Colon	520
Section Test Punctuation: The Semicolon and the Colon	523
The Apostrophe	523
Section Test Punctuation: The Apostrophe	526
The Exclamation Mark	527
The Dash	527
Parentheses	527
The Hyphen	528
Quotation Marks	528
Capital Letters	529
Numbers	532
Abbreviations	532
Section Test Other Punctuation	533
Chapter Test Punctuation	535

CHAPTER 29 Spelling 536

- Vowels And Consonants 536
- Spelling Rule 1: Doubling a Final Consonant 537
- Spelling Rule 2: Dropping the Final *e* 537
- Spelling Rule 3: Changing the Final *y* To *i* 538
- Spelling Rule 4: Adding *s* or *es* 538
- Spelling Rule 5: Using *ie* or *ei* 539
- Do You Spell it as One Word or Two? 540
- A List Of Commonly Misspelled Words 542

CHAPTER 30 Words that Sound Alike/Look Alike 545

- Words That Sound Alike/Look Alike 545
- More Words That Sound Alike/Look Alike 551

CHAPTER 31 Word Choice 562

- Precise Language 562
- Wordiness 563
- Clichés 566
- Slang 568

CHAPTER 32 Sentence Variety 572

- Balancing Long and Short Sentences 572
- Using Different Ways to Begin Sentences 574
 - Begin with an Adverb 575
 - Begin with a Prepositional Phrase 575
- Using Different Ways to Join Ideas 576
 - Use an *-ing* Modifier 576
 - Use an *-ed* Modifier 578
 - Use an Appositive 579
 - Use a *Who*, *Which*, or *That* Clause 580

Appendix: Readings for Writers 583

- The Writing Process: “Getting Carded” by David Migoya 583
 - Reading Comprehension 585
 - Discussion Prompts/Writing Options 585
 - Topics for Critical Thinking and Writing 586
- Illustration: “Fake News, Echo Chambers, and Filter Bubbles: Under-Researched and Overhyped” by William Dutton 587
 - Reading Comprehension 589
 - Discussion Prompts/Writing Options 589

- Topics for Critical Thinking and Writing 590
- Description: “Coming Home Again” by Chang-rae Lee 591
 - Reading Comprehension 592
 - Discussion Prompts/Writing Options 592
 - Topics for Critical Thinking and Writing 593
- Narration: “Field of Dreams: From Farm Work to Medical Work” by Alfredo Quiñones-Hinojosa 594
 - Reading Comprehension 597
 - Discussion Prompts/Writing Options 598
 - Topics for Critical Thinking and Writing 598
- Process: “How to Tell a Story: An Essay on Humorous Storytelling” by Mark Twain 599
 - Reading Comprehension 600
 - Discussion Prompts/Writing Options 600
 - Topics for Critical Thinking and Writing 601
- Comparison and Contrast: “A New Game Plan” by Lisa Bennett 602
 - Reading Comprehension 604
 - Discussion Prompts/Writing Options 604
 - Topics for Critical Thinking and Writing 604
- Classification: “First Generation? Second? For Immigrants and Their Children, a Question with Meaning” by Rupa Shenoy 606
 - Reading Comprehension 608
 - Discussion Prompts/Writing Options 608
 - Topics for Critical Thinking and Writing 608
- Definition: “Be Cool to the Pizza Dude” by Sarah Adams 609
 - Reading Comprehension 610
 - Discussion Prompts/Writing Options 610
 - Topics for Critical Thinking and Writing 611
- Definition: “Mysterious Connections that Link Us Together” by Azar Nafisi 612
 - Reading Comprehension 613
 - Discussion Prompts/Writing Options 613
 - Topics for Critical Thinking and Writing 614
- Cause and Effect: “Why Do We Binge-Watch Television Shows?” by Alia Al-Chalabi 615
 - Reading Comprehension 616
 - Discussion Prompts/Writing Options 616
 - Topics for Critical Thinking and Writing 617
- Argument: “How Not to Be Alone” by Jonathan Safran Foer 618
 - Reading Comprehension 620
 - Discussion Prompts/Writing Options 621
 - Topics for Critical Thinking and Writing 621
- The Multipattern Essay: “Grit, Determination, and Four Friends Laughing” by Robin Vincent 622
 - Reading Comprehension 624
 - Discussion Prompts/Writing Options 624

Topics for Critical Thinking and Writing	625
The Multipattern Essay: “Roaring Waves of Fire” by Christi Lester	626
Reading Comprehension	627
Discussion Prompts/Writing Options	628
Topics for Critical Thinking and Writing	628
The Multipattern Essay: “Lines of Spines: What Is a Library?” by Tim Gorichanaz	629
Reading Comprehension	631
Discussion Prompts/Writing Options	631
Topics for Critical Thinking and Writing	631
Credits	633
Index	635

Photo-Based Writing Topics

Writing a Paragraph	35
Illustration	54
Description	77
Narration	100
Process	119
Comparison and Contrast	146
Classification	162
Definition	184
Cause and Effect	203
Argument	224
Writing an Essay	259

This page intentionally left blank

Preface for Instructors

Students need more help than ever in becoming proficient writers and effective communicators. We applaud your ongoing commitment to helping developing writers become confident learners, and we remain extremely grateful for your ongoing trust in our work.

Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies, 8/e, retains the intensive coverage of the writing process that adopters have praised, and the self-contained chapters provide a flexible framework that can accommodate a host of learning styles and instructional preferences. Many caring reviewers have offered insightful, practical, and creative revision suggestions, and thanks to their collective wisdom, this updated edition is the most engaging and visually appealing text to date. We hope you'll agree and that this updated edition serves you well in your quest to educate those students who aspire for a college degree and the promise that it offers.

NEW FEATURES AND ENHANCEMENTS IN THE EIGHTH EDITION

- **Significant improvements have been made to the Readings**, including the incorporation of many new readings on current and interesting topics and a larger number of readings than in the last edition. A selection from literature has been added, as well as new readings from diverse perspectives, and there are three essays written by students.
- **Improved questions and writing prompts have been added to support the Readings.** These new questions and writing prompts better differentiate between reading comprehension and opportunities for discussion.
- **New, current, and engaging exercises and writing prompts** on topics interesting to students have been added to every chapter.
- **More critical thinking boxes have been added to the writing chapters** to encourage students to develop the role critical thinking plays in writing and reading.
- **Enhanced Topics for Critical Thinking and Writing** at the end of each writing chapter offer students prompts and activities to extend their thinking.
- **Grammar chapters have been clarified and streamlined** where needed.
- **Additional questions have been added to Chapter Tests** at the end of each grammar chapter to provide more practice for students.
- **New instruction on evaluating online sources** for credibility and trustworthiness when researching has been added to the chapter "Using Research to Strengthen Essays."
- **Coverage of MLA style has been totally reorganized and rewritten** to reflect online research and changes in MLA style, Eighth Edition.

POPULAR FEATURES RETAINED

Based on positive feedback from current users and new reviewers, the following popular and distinctive features have been retained:

The Writing Chapters

- The writing process approach, supported by a model paragraph or essay that is developed throughout the entire chapter from outline, and drafts, to the final version.
- The key roles of revision, editing, and proofreading during the writing process are reinforced, and differences between basic revision strategies and in-text editing are clearly distinguished.
- Visually appealing and easy-to-follow checklists and “Info Boxes” provide quick reference and reinforcement of key terms and ideas.
- A “Walk-Through” assignment in each chapter guides students, step-by-step, through the stages of the writing process.

The Grammar Chapters

- The three types of grammar exercises, **Practice** (simple reinforcement), **Collaborate** (partner or group work), and **Connect** (“in context” identification of grammatical errors to strengthen editing skills), provide structure to each chapter’s instruction.
- Grammar concepts taught in a step-by-step fashion, as in “Two Steps to Check for Fragments.”
- A Chapter Test, ideal for class review or quick quizzes, anchors each grammar chapter.

Reading Instruction and Selections

- Easily applied prereading procedures and quick summarizing techniques.
- Carefully selected readings reflecting a broad range of timely, high-interest themes.
- Numerous writing options, including critical-thinking topics, inspired by a selection’s content and designed to encourage careful analysis and independent thought.

Throughout the Text

- Engaging teaching tips, including ones tailored for English language learners, in the *Annotated Instructor’s Edition*.

WRITING RESOURCES AND SUPPLEMENTS

Annotated Instructor’s Edition for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134771737 / 9780134771731

Instructor’s Resource Manual for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134771729 / 9780134771724

Test Bank for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772636 / 9780134772639

PowerPoint Presentation for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772555 / 9780134772554

Answer Key for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772563 / 9780134772561

Reach Every Student by Pairing This Text with MyLab Writing

MyLab™ is the teaching and learning platform that empowers you to reach *every* student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter your developmental writing course with varying skill levels, MyLab can help you identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at www.pearson.com/mylab/writing.

- **Empower each learner:** Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need — when and where they need it — to be successful.
- MyLab Writing diagnoses students' strengths and weaknesses through a pre-assessment known as the **Path Builder**, and offers up a personalized **Learning Path**. Students then receive targeted practice and multimodal activities to help them improve over time.
- **Teach your course your way:** Your course is unique. So whether you'd like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create *your* course to fit *your* needs.
- **Improve student results:** When you teach with MyLab, student performance improves. That's why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.

ACKNOWLEDGMENTS

We are indebted to the following professionals for their comprehensive reviews, practical advice, and creative suggestions regarding the *Along These Lines* series:

Stephanie Alexander	Mountwest Community and Technical College
Elizabeth Andrews	South Florida State College
Elizabeth Barnes	Daytona State College
Iris Chao	Saddleback College
Patty Crockett	Bishop State Community College
Mellisa Dalton	Lanier Technical College
Linda Hasty	Motlow State Community College
Gregg Heitschmidt	Surry Community College
Johnnerlyn Johnson	Sandhills Community College

Therese Jones	Lewis University
Cassi Lapp	Northwest Arkansas Community College
Ann Moore	Florence-Darlington Technical College
Deana Pendley	Copiah-Lincoln Community College
Sandra Valerio	Del Mar College

The updates and additions to this text would not have been possible without the help, support, and collaboration of a great many people. We are greatly indebted to the outstanding professionals at Pearson and Ohlinger Studios for the work they put into and the guidance given to making this edition a reality. We also thank the reviewers, whose comments helped to shape the most recent edition:

Kristina Beckman-Brito	Pima Community College
Scott Hopkins	Lake-Sumter State College
Therese Jones	Lewis University
Jean Miller	McCook Community College
John Nordlof	Eastern University
Cheryl Weller-Anderson	Pima Community College

We extend our deepest gratitude to Steven Jolliffe and Richard McCarthy for taking on the lion's share of revisions. Steve selected the new readings and wrote new questions and writing prompts to accompany them. Steve and Richard updated the text, wrote new exercise items and writing prompts throughout the text, and wrote new critical thinking boxes for the writing chapters. Steve and Richard are creative and knowledgeable instructors—they excel at inspiring student interest and at knowing just where to add a subtle change that makes all the difference. We also thank Steve for his dedicated partnering throughout the editing and production stages.

We are grateful for Nancy Doherty Schmitt, Development Editor, for her keen eye, her thoughtful suggestions, and her vision and guidance. There have been many hands who have contributed to this text throughout many editions, but Nancy has brought new clarity and unity to this completely updated edition.

We also want to pay tribute to all the unsung heroes in the classroom who help struggling students overcome adversity, find their voice, and reach their potential. We are humbled by your dedication and resilience, and you exemplify effective teaching at its best.

Finally, and most importantly, we send heartfelt thanks to the thousands of students who have intrigued, impressed, and inspired us through the years. You have taught us far more than you can ever imagine, and you have made our journey extraordinary along *all* lines.

Writing in Stages: The Process Approach

Learning by Doing

Writing is a skill, and like any skill, writing improves with practice. This book provides you with ample practice to improve your writing through a variety of individual and group activities. Whether you complete assignments at home or in the classroom, just remember that *good writing takes practice*: you can learn to write well by simply writing.

Steps Make Writing Easier

Writing is easier if you *do not try to do too much at once*. To make the task of writing easier, *Along These Lines* breaks the process into stages:

PREWRITING

In this stage, you think about your topic, and you *gather ideas*. You *react* to your own ideas and add even more thoughts. You can also react to other people's ideas as a way of expanding your own.

PLANNING

In this stage, you *examine your ideas* and begin to *focus* them around one main idea. Planning involves combining, dividing, and even eliminating some ideas. Placing your specific details in a logical order often involves *outlining*.

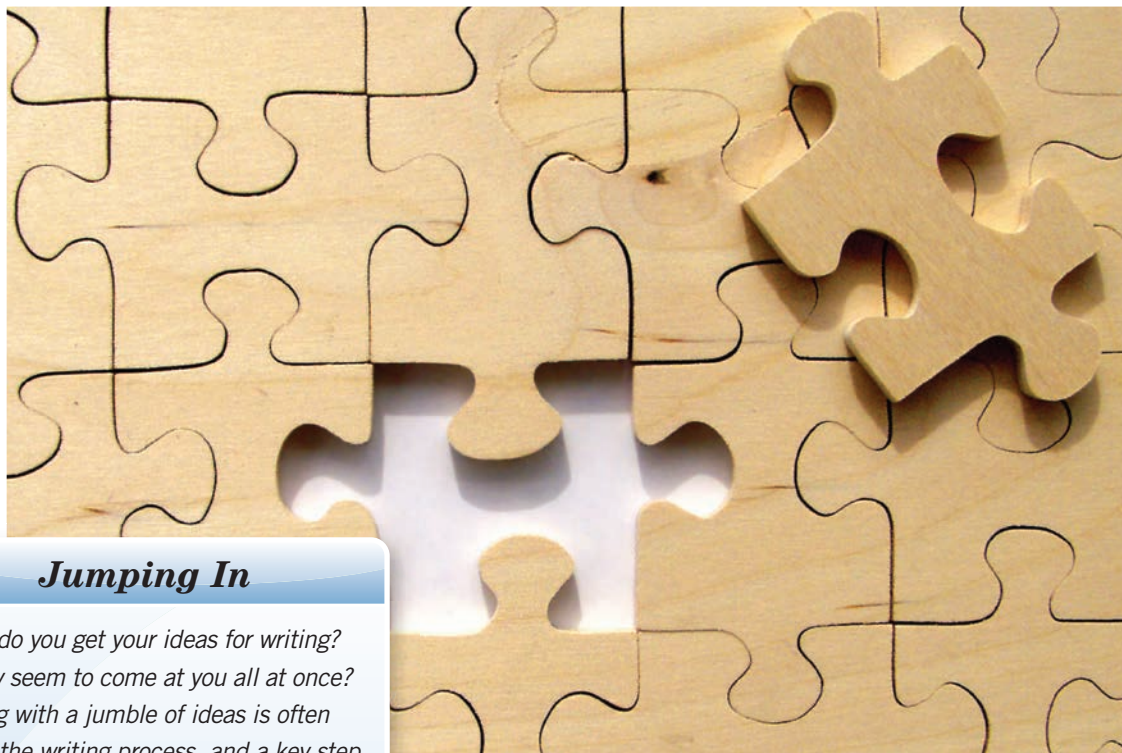
DRAFTING AND REVISING

In this stage, the thinking and planning begin to take shape as a piece of writing. You complete a draft of your work, a *rough version* of the finished product. Then you examine the draft and consider ways to *revise* it, a process that may require writing and reworking several versions of your original draft.

EDITING AND PROOFREADING

In this stage, you give your latest revised draft one last, careful *review* when you are rested and alert. You concentrate on refining your style and identifying and correcting any mistakes in sentence structure, word choice, spelling, or punctuation you may have overlooked. This stage is the *final check* of your work to make your writing the best it can be.

These four stages in the writing process—*prewriting*, *planning*, *drafting and revising*, and *editing and proofreading*—may overlap. You may be changing your plan even as you work on the draft of your paper. Throughout this book, you will have many opportunities to become familiar with the stages of effective writing. Working individually and with your classmates, you can become a better writer along *all* lines.



Jumping In

*Where do you get your ideas for writing? Do they seem to come at you all at once? Working with a jumble of ideas is often part of the writing process, and a key step is sorting through these ideas. By sorting, you will be working toward one **paragraph** that focuses on one idea or point.*

Learning Objectives

In this chapter, you will learn how to:

- ① Prewrite to generate a topic.
- ② Recognize and write a clear topic sentence.
- ③ Write a paragraph that is unified, supported with detail, and coherent.

WHAT IS THE ROLE OF A PARAGRAPH?

Usually, students write because they have a writing assignment requiring them to write on some topic or choice of topics, and the writing is due by a certain day. So assume that you get such an assignment and it calls for one paragraph. You might wonder, “Why a paragraph? Why not something large, like a two- or three-page paper? After all, many classes will ask for papers, not just paragraphs.”

For one thing, all essays are a series of paragraphs. If you can write one good paragraph, you can write more than one. The **paragraph** is the basic building block of any essay. It is a group of sentences focusing on *one idea* or one point. Keep this concept in mind: *one idea to a paragraph*. Focusing on one idea or one point gives a paragraph **unity**. If you have a new point, start a new paragraph.

You may ask, “Doesn’t this mean a paragraph will be short? How long should a paragraph be, anyway?” To convince a reader of one main point, you need to make it, support it, develop it, explain it, and describe it. There will be shorter and longer paragraphs, but for now, you can assume your paragraph will be somewhere between seven and twelve sentences long.

This chapter guides you through each stage of the writing process:

- **Prewriting**—how to generate and develop ideas for your paragraph
- **Planning**—how to organize your ideas
- **Drafting and Revising**—how to create and revise
- **Editing and Proofreading**—how to review and make one final check

We give extra emphasis to the prewriting stage in this chapter to give you some extra help in getting started.

PREWRITING A PARAGRAPH

- 1 Prewrite to generate a topic.

Suppose your instructor asks you to write a paragraph about your favorite city or town. Writing about your favorite city or town is your general **topic**, but you must choose one city or town to make the topic more specific. With this topic, you already know your **purpose**—to write a paragraph that makes some point about the city or town. You have an **audience** because you are writing this paragraph for your instructor and classmates. Often, your purpose is to write a specific kind of paper for a class. Occasionally, you may have to write with a different purpose or audience, such as writing instructions for a new employee at your workplace, a letter of complaint to a manufacturer, or a short biographical essay for a scholarship application. Knowing your audience and purpose is important in writing effectively.

Freewriting, Brainstorming, and Keeping a Journal

Once you have identified your purpose and audience, you can begin by finding some way to *think on paper*. You can use the techniques of freewriting, brainstorming, or keeping a journal to gather ideas and potential details.

Freewriting Give yourself fifteen minutes to write whatever comes into your mind on your subject. If your mind is a blank, write, “My mind’s a blank. My mind’s a blank,” over and over until you think of something else. The main goal here is to *write without stopping*. Do not stop to tell yourself, “This is stupid,” or “I can’t use any of this in a paper.” Do not stop to correct your spelling or punctuation. Just write. Let your ideas flow. Write *freely*. Here is an example:

Freewriting about a Favorite City or Town

Favorite city or town. City? I like New York. It’s so big and exciting. Haven’t been there much, though. Only once. My hometown. I like it. It’s just another town but comfortable and friendly. Maybe St. Augustine. Lots of fun visits there. Grandparents there. Hard to pick a favorite. Different places are good for different reasons.

Brainstorming This technique is like freewriting because you write whatever comes into your head, but it is a little different because you can pause

Brainstorming about a Favorite City or Town

Favorite place

City or town

What's the difference between a city and a town?

Doesn't matter. Just pick one. Cities are bigger.

How is city life different from town life?

Cities are bigger. More crowded, like Atlanta.

Which do you like better, a city or a town?

Sometimes I like cities.

Why?

There is more to do.

So, what city do you like?

I like New York and St. Augustine.

Is St. Augustine a city?

Yes. A small one.

Do you like towns?

I loved this little town in Mexico.

to ask yourself questions that will lead to new ideas. When you **brainstorm** alone, you “interview” yourself about a subject. You can also brainstorm and ask questions within a group.

If you feel like you are running out of ideas in brainstorming, try to form a question out of what you’ve just written. *Go where your questions and answers lead you.* For example, if you write, “There is more to do in cities,” you could form these questions:

What is there to do? Sports? Entertainment? Outdoor exercise? Meeting people?

You could also make a list of your brainstorming ideas, but remember *to do only one step at a time.*

Keeping a Journal A **journal** is a notebook of your personal writing, a notebook in which you write *regularly and often*. *It is not a diary, but it is a place to record your experiences, reactions, and observations.* In it, you can write about what you have done, heard, seen, read, or remembered. You can include sayings that you would like to remember, news clippings, snapshots—anything that you would like to recall or consider. A journal provides an enjoyable way to practice your writing, and it is a great source of ideas for writing.

Journal Entry about a Favorite City or Town

I'm not going south to see my grandparents this winter. They're coming here instead of me going to St. Augustine. I'd really like to go there. I like the warm weather. It's better than months of snow, ice, and rain here in Easthampton. I'll miss going there. I've been so many times that it's like a second home. St. Augustine is great around Christmastime.

Finding Specific Ideas

Whether you freewrite, brainstorm, or consult your journal, you end up generating ideas. Follow those first ideas, and see where they can take you. You are looking for specific ideas, each of which can focus on the general topic you started with. At this point, you do not have to decide which specific idea you want to write about. You just want to *narrow your range* of ideas.

You might think, “Why should I narrow my ideas? Won’t I have more to say if I keep my topic big?” But remember that a paragraph has one idea; you want to state it clearly and with convincing details for support. If you try to write one paragraph on city life versus town life, for example, you will probably make so many general statements that you will say very little, or you will bore your reader with big, sweeping statements. General ideas are big, broad ones. Specific ideas are smaller, narrower ones. If you scanned the freewriting example on a favorite city or town, you might underline many specific ideas as possible topics:

Favorite city or town. City? I like New York. It's so big and exciting. Haven't been there much, though. Only once. My hometown. I like it. It's just another town but comfortable and friendly. Maybe St. Augustine. Lots of fun visits there. Grandparents there. Hard to pick a favorite. Different places are good for different reasons.

Consider the underlined terms. They are specific places. You could write a paragraph about any one of these places. Or you could underline specific places in your brainstorming questions and answers:

*Favorite place
City or town*

What's the difference between a city and a town?

Doesn't matter. Just pick one. Cities are bigger.

How is city life different from town life?

Cities are bigger. More crowded, like Atlanta.

Which do you like better, a city or a town?

Sometimes I like cities.

Why?

There is more to do.

So, what city do you like?

I like New York and St. Augustine.

Is St. Augustine a city?

Yes. A small one.

Do you like towns?

I loved this little town in Mexico.

Each of these specific places could be a topic for your paragraph.

If you reviewed the journal entry on a favorite city or town, you would also be able to underline specific places:

I'm not going south to see my grandparents this winter. They're coming here instead of me going to St. Augustine. I'd really like to go there. I like the warm weather. It's

better than months of snow, ice, and rain here in Easthampton. I'll miss going there. I've been so many times that it's like a second home. St. Augustine is great around Christmastime.

Remember: Following the steps can lead you to specific ideas.

Critical Thinking and the Writing Process

As you know by now, one of the popular methods of prewriting is called *brainstorming*, the practice of asking yourself key questions that can lead you to new ideas and directions related to your writing topic. During your college career, you will find that such questioning can enable you to engage in **critical thinking**, a type of reasoning that has several meanings and practical uses. For now, just remember that any time you evaluate the relevance of supporting details, determine their order of importance, and attempt to justify their inclusion, you are making judgments that are considered *critical*. Making such judgments will become more common for you as you tackle college writing assignments.

You will soon appreciate the crucial role critical thinking plays in effective writing, whether you are comparing and contrasting ideas, identifying a trend's causes and effects, arguing rationally for or against a proposal, or questioning what you read. Additionally, whenever you evaluate a piece of writing based on such criteria as unity, support, coherence, and intended audience, you will be sharpening your critical thinking skills.

Critical thinking and writing options can be found at the end of each writing chapter and at the end of each reading selection in this book. These topics may require you to take a stand, defend a choice, imagine a certain scenario, or examine a trend. Whether you discuss these topics with peers or decide to write about them, keeping an open mind will help you become a better writer and a stronger critical thinker.

Selecting One Topic

Once you have a list of specific ideas that can lead you to a specific topic, you can pick one topic. Let's say you decided to work with the list of places you gathered through brainstorming:

Atlanta
New York
St. Augustine
a little town in Mexico

Looking at this list, you decide you want to write about St. Augustine as your favorite city.

Exercise 1 Practice: Creating Questions for Brainstorming

Following are several topics. For each one, brainstorm by writing at least four questions related to the topic that could lead you to further ideas. The first topic is done for you.

1. topic: social media

Question 1: Why is social media popular with young adults?

Question 2: Which social media apps are most popular?

Question 3: What type of person uses social media apps the most?

Question 4: Which is better for viewing social media: a desktop or a
smartphone?

2. topic: running

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

3. topic: vacation

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Exercise 2 Practice: Finding Specific Details in Freewriting

Two samples of freewriting follow. Each is a written response to a different topic. Read each sample, and then underline any words and phrases that could become the focus of a paragraph.

Freewriting Reaction to the Topic of Winter

A lot of my friends complain about winter. It is too cold. It lasts too long. Others say they like snow, but are happy to see spring when it arrives. I like winter. I like to ski. Being the first one on the lift and skiing untracked trails makes me happy. Getting outside in the winter is really important. It helps me maintain a sense of balance.

Freewriting Reaction to the Topic of Online Shopping

I love shopping online. I know a lot of people talk about the dangers of being too impulsive while online shopping. I like the fact that I can browse as long as I like without buying anything. I get anxious when I shop in stores. I don't like the crowds. Plus, many online stores offer convenient shipping and return policies. You also get better deals online.

Exercise 3 Practice: Finding Specific Details in a List

Several lists of words or phrases follow. In each list, one item is a general term, and the others are more specific. Underline the words or phrases that are more specific. The first list is done for you.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. <u>chocolate cake</u>
<u>raspberry torte</u>
desserts
<u>tapioca pudding</u>
<u>cheesecake</u>
<u>peanut butter cookies</u> 2. Instagram
Facebook
Snapchat
Twitter
social media | <ol style="list-style-type: none"> 3. mathematics
psychology
academics
French
composition class
sociology 4. transportation
high speed rail
subway
bus
autonomous automobiles
airline |
|---|---|

Collaborate

**Exercise 4 Collaborate: Finding Topics through Freewriting**

The following exercise must be completed with a partner or a group. Several topics follow. Pick one and freewrite on it for ten minutes. Then read your freewriting to your partner or group. Ask your listener(s) to jot down any words or phrases from your writing that could lead to a specific topic for a paragraph.

Your listener(s) should read the jotted-down words or phrases to you. You will be hearing a collection of specific ideas that came from *your* writing. As you listen, underline the words in your freewriting.

Freewriting topics (pick one):

1. future goals
2. overcoming an obstacle
3. a celebratory moment in life

Freewriting on (name of topic chosen): _____

CRITICAL THINKING

When adding more detail to your topic, consider the 5Ws and I H questions that begin with *Wh* and *H*. Ask ...

<i>What?</i>	<i>Who?</i>	<i>Where?</i>
<i>When?</i>	<i>Why?</i>	<i>How?</i>

Adding Details to a Specific Topic

You can develop the specific topic you picked in a number of ways.

1. *Check your list* for other ideas that seem to fit with the specific topic you've picked.

2. *Brainstorm*—ask yourself more questions about your topic, and use the answers as details.
3. *List* any new ideas you have that may be connected to your topic.

One way to add details is to go back and check your brainstorming for other ideas about St. Augustine:

*I like St. Augustine.
a small city*

Now you can brainstorm some questions that will lead you to more details. The questions do not have to be connected to each other; they are just questions that could lead you to ideas and details:

What's so great about St. Augustine?

People can go to the beach nearby.

Is it a clean, big beach?

Sure. And the water is a clear blue.

What else can people do in St. Augustine?

There's lots of history.

Like what?

A fort. The oldest schoolhouse. Old houses.

Another way to add details is to list any ideas that may be connected to your topic. The list might give you more specific details:

*grandparents live there
warm in winter
grandparents feed me
I use their car*

If you had tried all three ways of adding detail, you would end up with this list of details connected to the topic of a favorite city or town:

<i>a small city</i>	<i>clear blue water</i>
<i>no freeways</i>	<i>lots of history</i>
<i>no skyscrapers</i>	<i>a fort</i>
<i>not millions of people</i>	<i>oldest schoolhouse</i>
<i>thousands of visitors every day</i>	<i>grandparents live there</i>
<i>can always visit family for free</i>	<i>warm in winter</i>
<i>beach nearby</i>	<i>grandparents feed me</i>
<i>clean, big beach</i>	<i>I use their car</i>

INFO BOX Beginning the Prewriting: A Summary

The prewriting stage of writing a paragraph enables you to gather ideas. This process begins with several steps.

1. **Think on paper and write down any ideas that you have about a topic.** You can do this by freewriting, by brainstorming, or by keeping a journal.
2. **Scan your writing for specific ideas that have come from your first efforts.** List these specific ideas.
3. **Pick one specific idea.** Then, by reviewing your early writing, by questioning, and by thinking further, you can add details to the one specific idea.

This process may seem long, but once you have worked through it several times, it will become nearly automatic. When you think about ideas before you try to shape them into a paragraph, you are off to a good start. Confidence comes from having something to say, and once you have a specific idea, you will be ready to begin shaping and developing details that support your idea.

Exercise 5 Practice: Adding Details to a Topic by Brainstorming

Two topics follow. Each has two or three details listed. Brainstorm more questions, based on the existing details, that can lead to more details.

- 1. topic:** advantages of carpooling to school
details: better for the environment
 saves gas money

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

- 2. topic:** issues associated with going to school and having a full-time job
details: time management issues
 fewer hours of sleep per night
 fewer opportunities for relaxation

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Exercise 6 Practice: Adding Details by Listing

Following are three topics for paragraphs. For each topic, list details that seem to fit the topic.

- 1. topic:** online shopping
details: a. _____ c. _____
 b. _____ d. _____

2. topic: renting an apartment for the first time

details: a. _____ c. _____
b. _____ d. _____

3. topic: buying a car

details: a. _____ c. _____
b. _____ d. _____

Focusing the Prewriting

The next step of writing is to *focus your ideas around some point*. Your ideas will begin to take a focus if you reexamine them, looking for *related ideas*. Here are two techniques that you can use:

- marking a list of related ideas
- mapping related ideas

Listing Related Ideas

To develop a marked list, take another look at the list we developed under the topic of a favorite city or town. The same list is shown here, but you will notice some of the items have been marked with symbols that show related ideas.

N marks ideas about St. Augustine's natural good points.

H marks ideas about St. Augustine's history.

F marks ideas about family in St. Augustine.

Here is the marked list of ideas related to the topic of a favorite city or town:

<i>a small city</i>	N <i>clear blue water</i>
<i>no freeways</i>	H <i>lots of history</i>
<i>no skyscrapers</i>	H <i>a fort</i>
<i>not millions of people</i>	H <i>oldest schoolhouse</i>
<i>thousands of visitors every day</i>	F <i>grandparents live there</i>
F <i>can always visit family for free</i>	N <i>warm in winter</i>
N <i>beach nearby</i>	F <i>grandparents feed me</i>
N <i>clean, big beach</i>	F <i>I use their car</i>

You have probably noticed that some items are not marked: a small city, no freeways, no skyscrapers, not millions of people, and thousands of visitors every day. Perhaps you can come back to them later, or you may decide you do not need them in your paragraph.

To make it easier to see what ideas you have, and how they are related, try *grouping related ideas*, giving each list a title, like this:

natural good points of St. Augustine

<i>beach nearby</i>	<i>clear blue water</i>
<i>clean, big beach</i>	<i>warm in winter</i>

history in St. Augustine

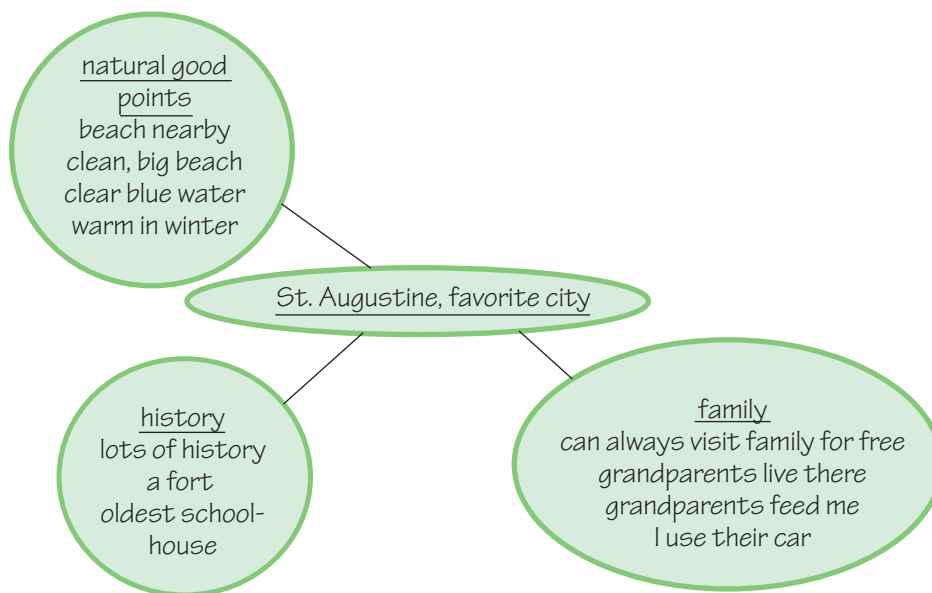
<i>lots of history</i>	<i>oldest schoolhouse</i>
<i>a fort</i>	

family in St. Augustine

<i>can always visit family for free</i>	<i>grandparents live there</i>
<i>grandparents feed me</i>	<i>I use their car</i>

Mapping

Another way to focus your ideas is to mark your first list of ideas, and then cluster the related ideas into separate lists. You can **map** your ideas, like this:



Whatever way you choose to examine and group your details, you are working toward *a focus, a point*. You are asking and beginning to answer the question, “Where do the details lead?” The answer will be the **topic sentence** of your paragraph. It will be the *main idea* of your paragraph.

- 2 Recognize and write a clear topic sentence.

Forming a Topic Sentence

To form a topic sentence, you can do the following:

1. Review your details and see if you can form some general idea that can summarize the details.
2. Write that general idea as one sentence.

Your sentence that summarizes the details is the **topic sentence**. It makes a general point, and the more specific details you have gathered will support this point.

To form a topic sentence about your favorite city, St. Augustine, review the many details you have listed about the city. It is time to ask questions about those details. You could ask yourself, “What kind of details do I have? Can I summarize them?” You might then write the summary as the topic sentence:

I love St. Augustine because it has sun and sea, history, and family.

Check the sentence against your details. Does it cover the natural good points of St. Augustine? Yes. The topic sentence sums them up as *sun and sea*. Does it cover history and family? Yes. The topic sentence says the place has *history and family*.

Writing Good Topic Sentences

Be careful. *Topics are not the same as topic sentences. Topics are the subjects you will write about.* A topic sentence states the *main idea* you have developed on a topic. Consider the differences between these topics and the topic sentences:

topic: why empathy is important

topic sentence: Empathy allows people to understand and sympathize with the experiences and emotions of other people.

topic: cars and their owners

topic sentence: People purchase cars that are extensions of their personality.

Topic sentences *do not announce; they make a point.* Look at the sentences that follow, and notice the differences between the sentences that announce and the topic sentences.

announcement: I will discuss the importance of routinely making your bed in the morning.

topic sentence: Routinely making your bed in the morning can bring order into your life.

announcement: An analysis of why recycling paper is important will be the subject of this paper.

topic sentence: Recycling paper is important because it saves trees, money, and even certain animals.

Topic sentences can be too big to develop in one paragraph. A topic sentence that is *too broad* may take many paragraphs—even pages of writing—to develop. Look at the very broad sentences that follow, and then notice how they can be narrowed.

too broad: Business executives get paid too much money. (This sentence is too broad because “business executives” could mean anything from local business leaders to the heads of *Fortune 500* companies; “too much money” could refer to salary, bonuses, or stock options.)

a narrower, better topic sentence: Several Silicon Valley executives are paid significantly more than the computer programmers who work for them.

too broad: I have changed a great deal since my last year of high school. (The phrase “changed a great deal” could refer to physical changes, intellectual changes, emotional changes, or just about any other change you can think of.)

a narrower, better topic sentence: Since leaving high school, I have improved as a writer and researcher.

Topic sentences can be too small to develop in one paragraph. A topic sentence that is *too narrow* cannot be supported by detail. It may be a fact, which cannot be developed. A topic sentence that is too narrow leaves you with nothing more to say.

too narrow: Brussel sprouts are healthy.

an expanded topic sentence: Brussel sprouts are healthy for two reasons.

too narrow: It takes twenty minutes to get out of the school's parking lot.

an expanded topic sentence: Congestion is causing problems for students trying to exit the parking lot.

The prewriting stage begins with free, unstructured thinking and writing. As you work through the prewriting process, your thinking and writing will become more focused.

Focusing the Prewriting: A Summary

The prewriting stage of writing a paragraph enables you to develop an idea into a topic sentence and related details. You can focus your thinking by working in steps.

1. Try marking a list of related details, or try mapping to group your ideas.
2. Write a topic sentence that summarizes your details.
3. Check that your topic sentence is a sentence, not a topic. Make sure that it is not too broad or too narrow and that it is not an announcement. Check that it makes a point and focuses the details you have developed.

Exercise 7 Practice: Grouping Related Items in Lists of Details

Lists of details follow. In each list, circle the items that seem to fit into one group; then underline the items that seem to belong to a second group. Some items may not belong in either group. The first list is done for you.

1. **topic:** online learning

lack of connection

(convenient)

feel isolated

(no child care issues)

(self-paced)

(freedom from school)

(saves time)

(no parking problem)

need self-discipline

procrastination anytime, anyplace

2. **topic:** clothes

jeans

evening gown

high heels

underwear

sweatpants

shirts

silk tie

sneakers

tuxedo

flip-flops

3. **topic:** fame

public admiration

sudden riches

false friends

nasty Internet rumors

famous athletes

media interviews

loss of privacy

photographers

personal power

stalkers

Exercise 8 Practice: Writing Topic Sentences for Lists of Details

Lists of details that have no topic sentence follow. Write an appropriate topic sentence for each one.

1. topic sentence: _____

Latino families celebrate *quinceañera*, the fifteenth birthday of their daughters.

Jewish families celebrate the *bar mitzvah*, or coming of age of thirteen-year-old Jewish boys.

Jewish girls have their own similar ceremony, the *bat mitzvah*.

For many young American women, a Sweet Sixteen party is a tradition to mark a teen's growth into adulthood.

Every year, thousands of twenty-year-old Japanese men and women come together on one day.

They participate in a traditional ceremony, similar to a graduation ceremony, with speeches and celebrations.

In Korea, a coming-of-age party is held for young women at age fifteen and young men at age twenty. During the young man's celebration, he must lift a heavy rock over his head. Once he does, he is declared a man.

2. topic sentence: _____

Emily Dominguez was the prettiest girl in my first-grade class.

She had long hair and wide eyes.

I used to watch her in class, admiring the way she held her pencil or raised her hand.

One day she caught me looking at her.

Emily smiled and turned her head.

Now I was truly in love because I believed Emily liked me.

For a few days, I lived in a dream in which Emily, the princess, chose me as her hero.

Then I saw her at recess, giggling with Tommy Malone on the playground.

I knew my dream would not come true.

3. topic sentence: _____

My roommate Etienne is Haitian, so at first, I had a hard time understanding his English.

He also seemed very shy.

I didn't see him much, so I figured he was socializing with his own friends and didn't like me.

Then one night I had an important algebra test to study for.

I went to the tutoring center to get some help with my math.

Etienne was there, wrapped up in books.

Later, I learned he was there every night, studying English, but also tutoring other people in math.

Etienne and I are good friends now; I help him with English, and he teaches me algebra.

Exercise 9 Practice: Turning Topics into Topic Sentences

Some of the items in the list that follow are topic sentences, but some are topics. Put an *X* by the items that are topics. In the lines after the list, rewrite the topics into topic sentences.

1. _____ Two simple ways to lose weight without following a strict diet or taking diet pills.
2. _____ The happiest day in my life started out as a bad day.
3. _____ Having poor study habits and facing the consequences.
4. _____ Worrying about the future can become an obsession.
5. _____ How I met my husband.
6. _____ Why procrastinating is a destructive habit.
7. _____ One strong family can survive many tragedies.
8. _____ College classes are not what I expected.
9. _____ Volunteering at a nature preserve gives me a break from my worries.
10. _____ My ten-year-old niece is obsessed with makeup.

Rewrite the topics. Make each one into a topic sentence.

Exercise 10 Practice: Revising Topic Sentences That Are Too Broad

Some of the topic sentences that follow are too broad to support in one paragraph. Put an *X* by the ones that are too broad. Then, on the lines after the list, rewrite those sentences as a topic sentence, focusing on a limited idea, that could be supported in one paragraph.

1. _____ Childhood is a time of innocence.
2. _____ The best part of studying in the library is that I must turn my smartphone off and focus completely on my work.

3. ____ Trust is the most important factor in negotiations.
4. ____ Omar needs to be more realistic about his goals.
5. ____ Colin has two jobs so that he can afford to go to college next year.
6. ____ American teenagers are deeply troubled.
7. ____ Jie always loved drawing; she knew she wanted to enter a major that included art and that is why she is majoring in graphic design.
8. ____ When I finish my education, I want to do some meaningful work.
9. ____ My mother would have liked to be a stay-at-home mother.
10. ____ My life as a thirty-year-old student is nothing like the lives of college students in most movies.

Rewrite the broad sentences. Make each one more limited.

Exercise 11 Practice: Making Announcements into Topic Sentences

A list of sentences follows: some are topic sentences and some are announcements. Put an *X* by the announcements. Then, on the lines after the list, rewrite the announcements, making them into topic sentences.

1. ____ Sticking to a budget can be difficult for a college student.
2. ____ This paper will be about the loss of green space in our town.
3. ____ I want to become a nurse for many reasons.
4. ____ Flowers are a convenient, all-purpose gift, but they can be expensive.
5. ____ Why my brother is in prison is the subject of this essay.
6. ____ The need for more and better campus lighting is the area to be discussed.

7. _____ The smartest change I made all year was to put down my smartphone when I study.
8. _____ The topic of this paper will be the recent carjacking on Patriot Road.
9. _____ I will discuss the reasons for taking the bus to work.
10. _____ Arthur O'Malley deserves a reward for heroism.

Rewrite the announcements. Make each one a topic sentence.

Exercise 12 Practice: Revising Topic Sentences That Are Too Narrow

A list of topic sentences follows: some of them are topics that are too narrow and they cannot be developed with details. Put an *X* by the ones that are too narrow. Then, on the lines after, rewrite those sentences as broader topic sentences that could be developed in one paragraph.

1. _____ My father has to sell my grandmother's house.
2. _____ Every night, I cook dinner for my children.
3. _____ Adrian Levine's people skills made him a good psychologist.
4. _____ Armando has a commercial pilot's license.
5. _____ The movie theater is across the street from the mall.
6. _____ Once classes got out for break, the campus was like a ghost town.
7. _____ Heavy flooding drove hundreds of people from their Kansas homes.
8. _____ There was a fire at the abandoned bowling alley on Dowling Road.
9. _____ Our first day of English class was full of surprises.
10. _____ Ted and I played basketball all Saturday afternoon and most of Sunday morning.

Rewrite the narrow sentences. Make each one broader.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PLANNING

A PARAGRAPH

Checking Your Details

Once you have a topic sentence, you can begin working on an **outline** for your paragraph. The outline is a plan that helps you stay focused in your writing. The outline begins to form when you write your topic sentence and write your list of details beneath the topic sentence. You can now look at your list and ask yourself an important question: “Do I have **enough details to support** my topic sentence?” Remember, your goal is to write a paragraph of seven to twelve sentences.

Consider this topic sentence and list of details:

topic sentence: People can be very rude when they shop in supermarkets.

details: talk on phone
express lane
too many items

Does the list contain enough details for a paragraph of seven to twelve sentences? Probably not.

Adding Details When There Are Not Enough

To add details, try brainstorming. Ask yourself some questions like these:

Where else in supermarkets are people rude?
Are they rude in other lanes besides the express lane?
Are they rude in the aisles? How?
Is there crowding anywhere? Where?

By brainstorming, you might come up with this detail:

- topic sentence:** People can be very rude when they shop in supermarkets.
- details:** talk on phone
too many items
hit my cart with theirs in aisles
block aisles while they decide
push ahead in deli area
argue with cashier over prices

Keep brainstorming until you feel you have enough details for a seven- to twelve-sentence paragraph. Remember that it is better to have too many details than too few because you can always edit the extra details later.

If you try brainstorming and still do not have many details, you can refer to your original ideas—your freewriting or journal—for other details.

Eliminating Details That Do Not Relate to the Topic Sentence

Sometimes, what you thought were good details do not relate to the topic sentence because they do not fit or support your point. Eliminate details that do not relate to the topic sentence. For example, the following list contains details that really do not relate to the topic sentence. Those details are crossed out.

- topic sentence:** Waiters have to be very patient in dealing with their customers.
- details:** customers take a long time ordering
~~waiter's salary is too low~~
waiters have to explain specials twice
customers send orders back
customers blame waiters for any delays
waiters can't get angry if customer gets angry
~~waiters work long shifts~~
customers change their mind after ordering

From List to Outline

Take another look at the topic sentence and list of details on a favorite city or town:

- topic sentence:** I love St. Augustine because it has sun and sea, history, and family.
- details:**
- | | |
|----------------------------------|-------------------------|
| a small city | clear blue water |
| no freeways | lots of history |
| no skyscrapers | a fort |
| not millions of people | oldest schoolhouse |
| thousands of visitors every day | grandparents live there |
| can always visit family for free | warm in winter |
| beach nearby | grandparents feed me |
| clean, big beach | I use their car |

After you scan that list, you are ready to develop the outline of the paragraph.

An outline is a plan for writing, and it can be a type of draft in list form. It sketches what you want to write and the order in which you want to present it. *An organized, logical list will make your writing unified because each item on the list will relate to your topic sentence.*

When you plan, keep your topic sentence in mind:

I love St. Augustine because it has sun and sea, history, and family.

Notice the underlined key words, which lead to three key parts of your outline:

sun and sea
history
family

You can put the details on your list together so that they connect to one of these parts:

sun and sea

beach nearby, clean, big beach, clear blue water, warm in winter

history

lots of history, a fort, oldest schoolhouse

family

can always visit family for free, grandparents live there, grandparents feed me, I drive their car

With this kind of grouping, you have a clearer idea of how to organize a paragraph.

Now that you have grouped your ideas with key words and details, you can write an outline.

An Outline for a Paragraph

topic sentence

I love St. Augustine because it has sun and sea, history, and family.

details

sun and sea

It is warm in the winter.
There is a beach nearby.
It is big and clean.
The water is clear blue.

history

It has lots of history.
There is a fort.
The oldest schoolhouse is there.

family

My grandparents live in St. Augustine.
I stay at their house.
They feed me.
I use their car.

As you can see, the outline combined some of the details from the list. Even with these combinations, the details are very rough in style. As you reread the list, you will notice items that could be combined and that some ideas that need more explanation. Keep in mind that an outline is merely a very rough organization of your paragraph. You can review the following checklist as you work through the steps of devising an outline.

Checklist for an Outline

- ✓ **Unity:** Do all of the details relate to the topic sentence? If they do, the paragraph will be unified.
- ✓ **Support:** Do you have enough supporting ideas? Can you add to these ideas with even more specific details?
- ✓ **Coherence:** Are the details listed in the right order? If the order of points is logical, the paragraph will be coherent.

Coherence: Putting Your Details in Proper Order

Check the sample outline again, and you will notice that the details are grouped in the same order as the topic sentence: first, details about sun and sea; next, details about history; last, details about family in St. Augustine. Putting the details in an order that matches the topic sentence is a logical order for this paragraph.

Putting the details in logical order makes the ideas in your paragraph easy to follow. The most logical order for a paragraph depends on the subject of the paragraph. If you are writing about an event, you might use **time order** (such as telling what happened first, second, and so forth); if you are arguing some point, you might use **emphatic order** (such as saving your most convincing idea for last); if you are describing a room, you might use **space order** (such as from left to right, or from top to bottom).

The format of the outline helps to organize your ideas. The topic sentence is written above the list of details. This position helps you to remember that the topic sentence is the *main idea*, and the details that support it are written under it. The topic sentence is the most important sentence of the paragraph. You can easily check the items on your list, one by one, against your main idea. You can also develop the *unity* (relevance) and *coherence* (logical order) of your details.

When you actually write a paragraph, the topic sentence does not necessarily have to be the first sentence in the paragraph. Read the paragraphs that follow, and notice where each topic sentence is placed.

Topic Sentence at the Beginning of the Paragraph

Watching a horror movie on the late show can keep me up all night.

The movie itself scares me to death, especially if it involves a creepy character sneaking up on someone in the dark. After the movie, I'm afraid to turn out all the lights and be alone in the dark. Then every little noise seems like the sound of a sinister intruder. Strange shapes seem to appear in the shadows. My closet becomes a place where someone could be hiding. There might even be a creature under the bed! And if I go to sleep, these strange invaders might appear from under the bed or in the closet.

Topic Sentence in the Middle of the Paragraph

The kitchen counters gleamed. In the spice rack, every jar was organized neatly. The sink was polished, and not one spot marred its surface. The stove burners were surrounded by dazzling stainless steel rings. The chef kept an immaculate kitchen. There were no finger marks on the refrigerator door. No sticky spots dirtied the floor. No crumbs hid behind the toaster.

Topic Sentence at the End of the Paragraph

On long summer evenings, we would play softball in the street. Sometimes we'd play until it was so dark we could barely see the ball. Then our mothers would come to the front steps of the row houses and call us in, telling us to stop our play. But we'd pretend we couldn't hear them. If they insisted, we'd beg for a few minutes more or for just one more game. It was so good to be outdoors with our friends. It was warm, and we knew we had weeks of summer vacation ahead. There was no school in the morning; there would be more games to play. We loved those street games on summer nights.

Note: Many of your paragraph assignments will require a clear topic sentence, so be sure you follow your own instructor's directions about placement of the topic sentence.

CRITICAL THINKING

As you become more confident as a writer, you may want to experiment with the *effect* of shifting your topic sentence's position in your paragraph.

Placing your topic sentence at the beginning of a paragraph *telegraphs* the topic and main idea to your audience.

Placing your topic sentence at the end of a paragraph may create a *climactic* effect.

Exercise 13 Practice: Adding Details to Support a Topic Sentence

The topic sentences that follow have some—but not enough—details. Write sentences to add details to the list after each topic sentence.

1. topic sentence: A bad cold can be a miserable experience.

- a. No one wants to be around a person with a cold.
- b. My head hurts because of congestion.
- c. A constantly dripping nose makes it hard to do any work.
- d. _____
- e. _____
- f. _____
- g. _____

2. topic sentence: Unexpected time off can be a great gift.

- a. I used to love snow days when I was in elementary school.
- b. I could stay home, play in the snow, or watch television.
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

3. topic sentence: Anyone who has moved to a new place knows what loneliness means.

a. There is no old friend to visit nearby.

b. At work, everyone seems to have a closed group of friends.

c. Those groups don't need a new person at the workplace.

d. _____

e. _____

f. _____

g. _____

Exercise 14 Practice: Eliminating Details That Do Not Fit

Topic sentences and lists of supporting details follow. Cross out the details that do not fit the topic sentence.

1. topic sentence: A gray and rainy day has a special kind of appeal for me.

details: When I wake up on a dark, rainy morning,
I appreciate my bed.

It is warm and comfortable.

I like to stay in bed for a few minutes and savor
the sound of the rain.

Unfortunately, I can't stay in bed forever.

Drinking a hot cup of coffee and seeing the
dripping trees outside, I feel safe and protected.

Even when I have to drive to work in the rain,
I enjoy the glistening streets and misty air.

Everywhere I look, I see drivers racing through
puddles and splashing poor pedestrians on the
sidewalks.

2. topic sentence: A new seatbelt law has made me angry and upset.

details: The old law allowed the police to check for a seatbelt
violation only if they spotted another violation first.

The new law says police can now randomly check
for seatbelt violations.

Last week, police officers stopped me and about
forty other students just as we pulled out of the
parking lot at our college.

I was so busy trying to pull out of my parking
space and slip into the long line of cars that I
forgot to buckle up.

Between classes, the parking lot is jammed with
people coming and going.

Instead of giving me a warning, an officer issued a
ticket that costs more than a hundred dollars.

I am furious about this unfair treatment.

My mother says that the officer was trying to
protect me, but she's just being silly.

Exercise 15 Practice: Coherence: Putting Details in the Right Order

These outlines have details that are in the wrong order. In the space provided, number the sentences in the right order: 1 would be the number for the first sentence, and so on.

- 1. topic sentence:** Finding emergency day care for my son was difficult.

- _____ Ryan, my four-year-old son, was a little grumpy at breakfast on Friday morning.
- _____ Michelle said my son had a slight fever and a runny nose.
- _____ By 8:00 AM, when I dropped him off at his regular day care facility, he seemed better.
- _____ My second was to call my sister, but I reached her at my aunt's house, two hours away.
- _____ Michelle wanted me to pick up Ryan immediately so that the other children would not be infected.
- _____ My first option was to leave work and risk being fired.
- _____ At noon, while I was at work, I got a call from Michelle, the owner of the day care facility.
- _____ As I listened to Michelle, I examined my options.
- _____ Finally, my brother, who works at night, brought Ryan home and stayed with him until I finished work.

- 2. topic sentence:** My argument with Patrick was a silly quarrel between two stubborn people.

- _____ Our quarrel ended when the theater ran out of tickets before we reached the ticket window.
- _____ It started over a movie that we both wanted to see.
- _____ We arranged to go to a nine o'clock showing.
- _____ When we got to the theater, a huge line snaked around the building.
- _____ At 9:20, we were still in line, and I wanted to leave.
- _____ "You won't miss any of the movie," Patrick answered, "just the advertisements and the coming attractions."
- _____ "I hate to miss any of the movie," I said, "so let's go and come back another time."
- _____ Patrick's words irritated me, so I replied, "You go to the movie if you want to. I'll just wait in the car."
- _____ "Fine," Patrick snarled, "you sit in the car for two hours."

DRAFTING AND REVISING**A PARAGRAPH****Drafting a Paragraph**

The outline is a draft in list form. You are now ready to write the list in paragraph form, to "rough out" a draft of your assignment. This stage of writing

- 3** Write a paragraph that is unified, supported with detail, and coherent.

is the time to draft, revise, and draft again. You may write several drafts in this stage, but don't think of this as an unnecessary chore or a punishment. It is a way of taking the pressure off yourself. By revising in steps, you are reminding yourself that the first try does not have to be perfect.

Review the outline on a favorite city or town on page 21. You can create a first draft of this outline in the form of a paragraph. (Remember that the first line of each paragraph is indented.) In the draft of the following paragraph, the first sentence of the paragraph is the topic sentence.

First Draft of a Paragraph

I love St. Augustine because it has sun and sea, history, and family. St. Augustine is warm in the winter. There is a beach nearby. It is clean and big. The water is clear blue. St. Augustine has lots of history. There is an old stone fort. The oldest schoolhouse is there. I can always visit my family for free. My grandparents live in St. Augustine. They feed me. I use their car.

Revising

Once you have a first draft, you can begin to think about revising it. **Revising** involves reviewing and changing your paper's organization, structure, and content. This often requires moving sentences around, as well as adding more information, including examples and details.

One way to begin revising is to read your work aloud to yourself. Listen to your words, and consider the questions in the following checklists.

Checklist for Revising Your Draft of a Paragraph

- ✓ Are all the sentences on topic and staying on my point? (No)
- ✓ Should I take out any ideas that do not relate? (Yes)
- ✓ Do I have enough to say about my point? (No)
- ✓ Should I add any details? (Yes. I could add more details about the schoolhouse or the beach.)
- ✓ Should I change the order of my sentences? (Maybe)

If your instructor agrees, you can work with your classmates. You can read your draft to a partner or a group. Your listener(s) can react to your draft by applying the questions on the checklist and by making notes about your draft as you read. When you are finished reading aloud, your partner(s) can discuss the notes about your work. **Remember that writing and revising several drafts may be necessary before you are satisfied with your paragraph content.**

Revised Draft of a Paragraph

(Note: Editing still needed to correct errors and improve style.)

added *Florida* to be more specific

added detail about the stone fort

added detail about the schoolhouse

connected my family to why I like St. Augustine

added more detail to why I love visiting my family

deleted sentences that appeared disconnected to topic

I love St. Augustine, Florida because it has sun and sea, history and family. St. Augustine is warm in the winter. There is a beach nearby. It is clean and big. The water is clear blue. St. Augustine has lots of history. There is an old stone fort. It looks out over the ocean. The oldest schoolhouse in America is there; it is made of wood. My favorite part of St. Augustine is my family. ~~I can always visit my family for free.~~ My grandparents live in St. Augustine. They are my favorite relatives. They always make me feel welcome and take good care of me. ~~They feed me. I use their car.~~ When I visited them, my grandmother cooks wonderful meals, and my grandfather lets me use his car to see the sights.

Exercise 16 Collaborate: Adding Details to a Draft

Complete this exercise with a partner or a group. The paragraph that follows lacks the kind of details that would make it more interesting. Working with a partner or a group, add the details to the blank spaces provided. When you are finished with the additions, read the revised paragraph to the class.

Collaborate



Paragraph to be revised:

Families often choose to vacation in Florida. The state offers a wide range of family-friendly activities. Families can travel to one of the many beaches to _____, _____, and _____. In addition to having fun at the beach, families can travel to a variety of amusement or theme parks. Spending a day or two at places like _____ or _____ provides a family with entertainment including _____, _____, and _____. Florida offers families a variety of options for lodging, and families can choose to stay in _____, _____, or condominiums. Some families even choose to camp in one of the state's many campgrounds, spending their evenings under the stars and sleeping in _____ or _____. No matter where families choose to stay, Florida is a wonderful place to make memories.

EDITING AND PROOFREADING

A PARAGRAPH

After you are satisfied with the latest revised draft of your paragraph, you are ready to edit. **Editing** often involves making improvements or correcting errors you may have overlooked during the revision process. Examining sentence patterns and length, checking appropriate word choice, and ensuring that specific details are aligned smoothly are all natural refinements during editing.

Checklist for Editing Your Revised Draft

- ✓ Is my choice of words appropriate? (Some wording is too informal.)
- ✓ Is my choice of words repetitive? (No)
- ✓ Are my sentences too long? Too short? (Some are too short.)
- ✓ Should I combine any sentences? (Yes)
- ✓ Am I running sentences together? (No)
- ✓ Am I writing in complete sentences? (Yes)
- ✓ Are my verb choices appropriate? (No)
- ✓ Can I link my ideas more smoothly? (Maybe)

Review the following edited version of the paragraph on a favorite city and compare it with the revised draft on page 27. Changes are labeled for easy reference.

Edited Version of a Revised Draft

added a comma before
because

combined sentences
that were too short

rewrote description of
schoolhouse

corrected verb mistake
of *visited*

I love St. Augustine, Florida, because it has sun and sea, history, and family. St. Augustine is warm in the winter, and has a big, clean beach with clear blue water. St. Augustine has a lot of history, including an old stone fort that looks out over the ocean. It also has the oldest schoolhouse in America, a tiny wooden building. My favorite part of St. Augustine is my family. My grandparents live in St. Augustine, and they are my favorite relatives. They always make me feel welcome and take good care of me. When I visit them, my grandmother cooks wonderful meals, and my grandfather lets me use his car to see the sights.

A side-by-side comparison of the first draft and the edited version reveals significant improvement in style and content thus far:

First Draft

I love St. Augustine because it has sun and sea, history, and family. St. Augustine is warm in the winter. There is a beach nearby. It is clean and big. The water is clear blue. St. Augustine has lots of history. There is an old stone fort. The oldest schoolhouse is there. I can always visit my family for free. My grandparents live in St. Augustine. They feed me. I use their car.

Revised and Edited Paragraph

I love St. Augustine, Florida, because it has sun and sea, history, and family. St. Augustine is warm in the winter, and has a big, clean beach with clear blue water. St. Augustine has a lot of history, including an old stone fort that looks out over the ocean. It also has the oldest schoolhouse in America, a tiny wooden building. My favorite part of St. Augustine is my family. My grandparents live in St. Augustine, and they are my favorite relatives. They always make me feel welcome and take good care of me. When I visit them, my grandmother cooks wonderful meals, and my grandfather lets me use his car to see the sights.

Exercise 17 Practice: Editing a Draft by Combining Sentences

The paragraph that follows has many short, choppy sentences, which are underlined. Wherever you see two or more underlined sentences clustered next to each other, combine the clustered sentences into one clear, smooth sentence. Write your revised version of the paragraph in the spaces above the lines.

Paragraph to be revised:

I have often claimed that I would love a rainy holiday. I swore that it would be a perfect time for me. It would be a time for me to relax. It would be a time for me to enjoy my solitude. I was wrong. Last week, because of the Memorial Day holiday, I had a free three-day weekend. The rain began on Saturday morning. I watched the water splatter the windows. It gushed from the gutters. “Fine,” I thought. I planned to enjoy every minute of my freedom. I started with a leisurely cup of coffee. I spent some time calling all my friends. How wonderful it is to have all this time, I thought. By late afternoon, it was raining hard. I was bored. I did a few chores. I took a nap. I woke up to darkness and pouring rain. The rain continued on Sunday. Now I was feeling cheated of my great weekend. I could not play softball. I could not sunbathe in the park. I could not have a picnic or go for a walk. My friends did not want to get together in the nasty weather. By Monday, as the rain continued, I had to admit that rainy holidays do not put me in a holiday mood.

Proofreading

Once you have edited your latest draft to check for precise word choice, accurate spelling, coherent sentence structure, and appropriate punctuation, you are ready to **proofread** it. When you proofread, you make a clean copy of your work, and then check it for any careless errors in format, spelling, punctuation, and typing. You can then submit a clean, final version to your instructor for evaluation.

CRITICAL THINKING

There are many strategies to consider when proofreading your writing. Think about which strategy works best for you.

1. Read your writing to a peer *or* have a peer read your writing to you. Listen for errors or awkward wording.
2. Color code your paragraph. Highlight your topic sentence in one color, your supporting details in a second color, and transition words in a third color. Do your supporting details support your topic sentence? Are they in the proper order?
3. Put your essay aside for twenty-four hours before you proofread it a final time.

Giving Your Paragraph a Title

When you prepare the final version of your paragraph, you may be asked to give it a title. The title should be short and should fit the subject of the paragraph. For example, an appropriate title for the paragraph on a favorite city or town could be “My Favorite City” or “The City I Love.” Check with your instructor to see if your paragraph needs a title. In this book, the paragraphs do not have titles.

The Final Version of a Paragraph

Even though the writer carefully revised and edited his paragraph, he found a few more ways to improve it as he prepared his final version. Notice that he added two specific details, refined some wording, and devised a concluding sentence to reemphasize the paragraph’s main point.

Final Version of a Paragraph

(Note: Changes from the edited draft are underlined.)

I love St. Augustine, Florida, because it has sun and sea, history, and family. St. Augustine is warm in the winter, and a wide, clean beach with clear blue water is ten minutes away. In addition, St. Augustine is filled with history, including an old stone fort that looks out on the water. It also has the oldest schoolhouse in America, a tiny wooden building smaller than a two-car garage. Best of all, my grandparents live in St. Augustine. They are my favorite relatives, and they make me feel very welcome. When I am in St. Augustine, I stay with them, enjoy their delicious Spanish food, and use their car. St. Augustine has the natural advantages, history, and family connections to make it my favorite city.

REVIEWING THE WRITING PROCESS

This chapter has taken you through four important stages in writing. As you become more comfortable with them, you will be able to work through them more quickly. For now, try to remember the four stages.

INFO BOX The Stages of the Writing Process

Prewriting: gathering and developing ideas, thinking on paper through free-writing, brainstorming, mapping, or keeping a journal

Planning: planning the paragraph by combining and dividing details, focusing the details with a topic sentence, listing the supporting details in proper order, and devising an outline

Drafting and Revising: writing and revising several drafts of the paragraph

Editing and Proofreading: reviewing the latest revised draft of the paragraph to improve style and then checking for any careless errors in grammar, punctuation, spelling, and format

Exercise 18 Practice: Proofreading to Prepare the Final Version

Following are two paragraphs with the kind of errors it is easy to overlook when you prepare the final version of an assignment. Correct the errors by writing above the lines. There are eleven errors in the first paragraph and nine errors in the second paragraph.

1. Andrew is working hard, but is having a hard time coping with the pressures of his first semester in college. Andrew was not a very good student in High School because he had other intrests. He was friends with some ruff people and even got arrested 2 times. Andrew managed to get a high school diploma but really didn't know what to do next? After two years of working at jobs such as delivering pizza and washing cars, Andrew faced the reality. He knew he needed a better education so he could find more satisfying work. The decision was a huge first step in Andrew's journey to a better life. How ever, Andrew is not use to taking the small and difficult steps toward success in college. Concentrating in class is difficult for a man who never paid much attention in his high school classes. Homework seems to pile up and threatens to overwhelm him. Fortunately, he has an advisor who encourages him to be patience and take one small step, at a time.

2. Because I dont have a car, I depend on half a dozen people to get me to my job, my classes, the supermarket, and my mother's house. My cousin and I work in the same mall so I ride with him. Since our schedules are nearly identicle this plan works fairly well, especially because, I split the cost of gas with my cousin. Of course, if he misses a day of work, I have to find someone to get me to my job.

Then I beg one of my coworkers to take me home. Fortunately, I have a room mate who attends college, owns a car, and has several classes at times when I am also in class. My roommate also drive me to visit my mother because my mother cooks us fabulous dinners. Grocery shopping, visiting a pharmacy, or taking advantage of bargains at a big discount store, present problems. sometimes my sister takes me to a supermarket. I wish that I could afford a car or lived near a bus line, but I'm lucky to have a kind and generous support system of friends and families.

Lines of Detail: A Walk-Through Assignment

This assignment involves working within a group to write a paragraph.

Step 1: Read the three sentences that follow. Pick the one sentence you prefer as a possible topic sentence for a paragraph. Fill in the blank for the sentence you chose.

a. The best book I have ever read was

_____ (fill in the title).

b. The absolute worst job in the world is

_____ (fill in the name of the job).

c. People who hate crowded places should avoid

_____ (fill in the name of the place).

Collaborate



Step 2: Join a group composed of other students who picked the same topic sentence you picked. In your class, you'll have "book" people, "job" people, and "place" people. Brainstorm in a group. Discuss questions that could be used to get ideas for your paragraph.

For the book topic, sample questions could include "What was the best part of the book?" or "What kind of book was it—a mystery, a horror story, or some other kind?" For the job topic, sample questions could include "Have you ever worked this job before?" or "Do you know anyone who has?" For the place topic, sample questions could include "Where have you experienced a crowded place before?" or "What was the experience like?"

As you discuss, write the questions, not the answers, below. Keep the questions flowing. Do not stop to say, "That's silly" or "I can't answer that." Try to devise **at least five questions**.

Five Brainstorming Questions:

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Split up. Alone, begin to think on paper. Answer as many questions as you can, or add more questions and answers, or freewrite.

Step 4: Draft an outline of the paragraph. You will probably have to change the topic sentence to fit the details you have gathered. For example, your new topic sentence might be something like:

_____ was the most exciting
book I have ever read; it creates suspense by using
_____, _____, and
_____.

or

The worst job in the world is _____ because of
its poor pay, _____, and _____.

or

People who hate crowded places should avoid
_____ because _____ and
_____ make it a popular destination for others.

Remember to look at your details to see where they lead you. The details will help you to refine your topic sentence.

Step 5: Prepare the first draft of the paragraph.

Step 6: Read the draft aloud to your writing group, the same people who met to brainstorm. Ask each member of your group to make at least one positive comment and one suggestion for revision.

Step 7: Revise your draft extensively, considering the group's ideas and your own ideas for improvement.

Step 8: Edit your draft to improve style, and correct any serious errors or omissions.

Step 9: Prepare a final version, and proofread it carefully to spot and correct any careless spelling, punctuation, format, or typing errors.

Topics for Writing a Paragraph

When you write on any of these topics, follow the four basic stages of the writing process in preparing your paragraph.

Collaborate



1. Begin this assignment with a partner. The assignment requires an interview. Your final goal is to write a paragraph that will introduce a class member, your partner, to the rest of the class. In the final paragraph, you may design your own topic sentence or use one of the topic sentences that follow, filling in the blanks with the material you have discovered.

There are several details you should know about

_____ (fill in your partner's name).

or

Three unusual events have happened to _____ (fill in your partner's name).

Before you write the paragraph, follow these steps:

Step 1: Prepare to interview a classmate. Make a list of five questions you might want to ask. They can be questions like, "What's your favorite activity?" or "What's the biggest challenge you've faced?" List the questions on the following interview form, leaving room to fill in short answers later.

Interview Form

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

Question 3: _____

Answer: _____

Question 4: _____

Answer: _____

Question 5: _____

Answer: _____

Step 2: Meet and interview your partner. Ask the questions on your list. Jot down brief answers. Ask any other questions you think of as you are talking; write down the answers.

Step 3: Change places. Let your partner interview you.

Step 4: Split up. Use the list of questions and answers about your partner as the prewriting part of your assignment. Work on the planning and drafting stages.

Step 5: Ask your partner to read the draft version of your paragraph, to write any comments or suggestions for improvement after the paragraph, and to mark any spelling or grammar errors in the paragraph itself.

Step 6: After you are satisfied with your latest draft, edit it to improve style.

Step 7: Prepare a final version, and proofread carefully to correct any careless errors. Then read your paragraph to the class.

2. Some topic sentences follow. Select one and use it to write a paragraph.

A student's experience with college applications can be ____.

My personal goal is to become a ____.

Most college students tend to be ____.

3. Write a paragraph on one of the topics that follow. Create your own topic sentence; explain and support it with specific details.

a favorite meal a popular type an important
of social media relationship

4. Examine the photograph of a cultural celebration shown here. Next, consider your own culture and its celebrations. Do you have a picture of you or your family members taking part in one of these celebrations? Write a paragraph that begins with the statement,

Celebrations are an important part of culture.

Your photograph can provide you with some details, but come up with others on your own.



Topics for Critical Thinking and Writing

Note: College writing assignments will often require you to engage in *critical thinking*. Evaluating and questioning your own views and assumptions is a natural part of critical thinking and the writing process. The following topics will involve a careful analysis of some of your basic attitudes and opinions.

1. Do you make major decisions quickly, or do you take considerable time evaluating your options? Write about a major decision, perhaps a life-changing one, you have made. Include the factors that led to this decision and how pleased or dissatisfied you are with it.
2. Imagine that you could institute one new rule on your campus. What would the rule be? Explain the reasons you believe this rule is needed.

Note: Additional writing options can be found in the “Readings for Writers” appendix of this book.



Jumping In

*Have you ever considered the benefits of protecting and preserving your local resources? Many students see huge benefits in being stewards of their local community. Money is saved, the natural beauty that surrounds them is preserved, and opportunities for those in need arise. In addition, these students gain a feeling of satisfaction from helping out, from playing an active role in their local community. When you discuss the ways that everyone wins when people are better stewards of their local resources, you are developing a topic by **illustration**.*

Learning Objectives

In this chapter, you will learn how to:

- 1 Distinguish between general statements and specific details.
- 2 Prewrite to generate a topic for an illustration paragraph.
- 3 Write a clear topic sentence.
- 4 Write an illustration paragraph that uses transitions and details effectively.

WHAT IS ILLUSTRATION?

Illustration uses specific examples to support a general point. In your writing, you often use illustration because you frequently want to support a point by providing a specific example.

- 1 Distinguish between general statements and specific details.

Hints for Writing an Illustration Paragraph

1. **Know what is specific and what is general.** A *general* statement is a broad point. The following statements are general.

Mexican food is popular.

Florida is a good place to go on vacation.

Meeting deadlines is important.

2. **Support a general statement with specific examples.**

general statement: Mexican food is popular.

specific examples: The fastest-growing cuisine in the United States is Mexican food.

Many cities boast a plethora of street carts that serve hot tamales and tacos.

general statement: Florida is a good place to go on vacation.

specific examples: The sandy beaches of the Gulf Coast are white quartz in color.

The springtime weather in Florida is sunny and warm, inviting for those who live further north.

general statement: Meeting deadlines is important.

specific examples: If you miss a deadline for an important assignment, you may compromise your grade in the class.

Managers are less likely to promote employees who struggle to meet their deadlines.

3. **Be careful to support a general statement with specific examples, not with more general statements.**

not this—general statement: College is harder than I thought it would be.

more general statements: ~~It is tough to be a college student.~~
~~Studying takes a lot of my time.~~

but this—general statement: College is harder than I thought it would be.

specific examples: I have to balance my school work with my responsibilities at work.
I often have multiple assignments in different classes due on the same day.

If you remember to illustrate a broad statement with specific examples, you will have the key to this kind of paragraph.

CRITICAL THINKING

General statements are like umbrellas. They broadly cover topics, categories, or types of people. General statements need specific examples to clarify or explain. This is why specific examples are necessary in an illustration paragraph.