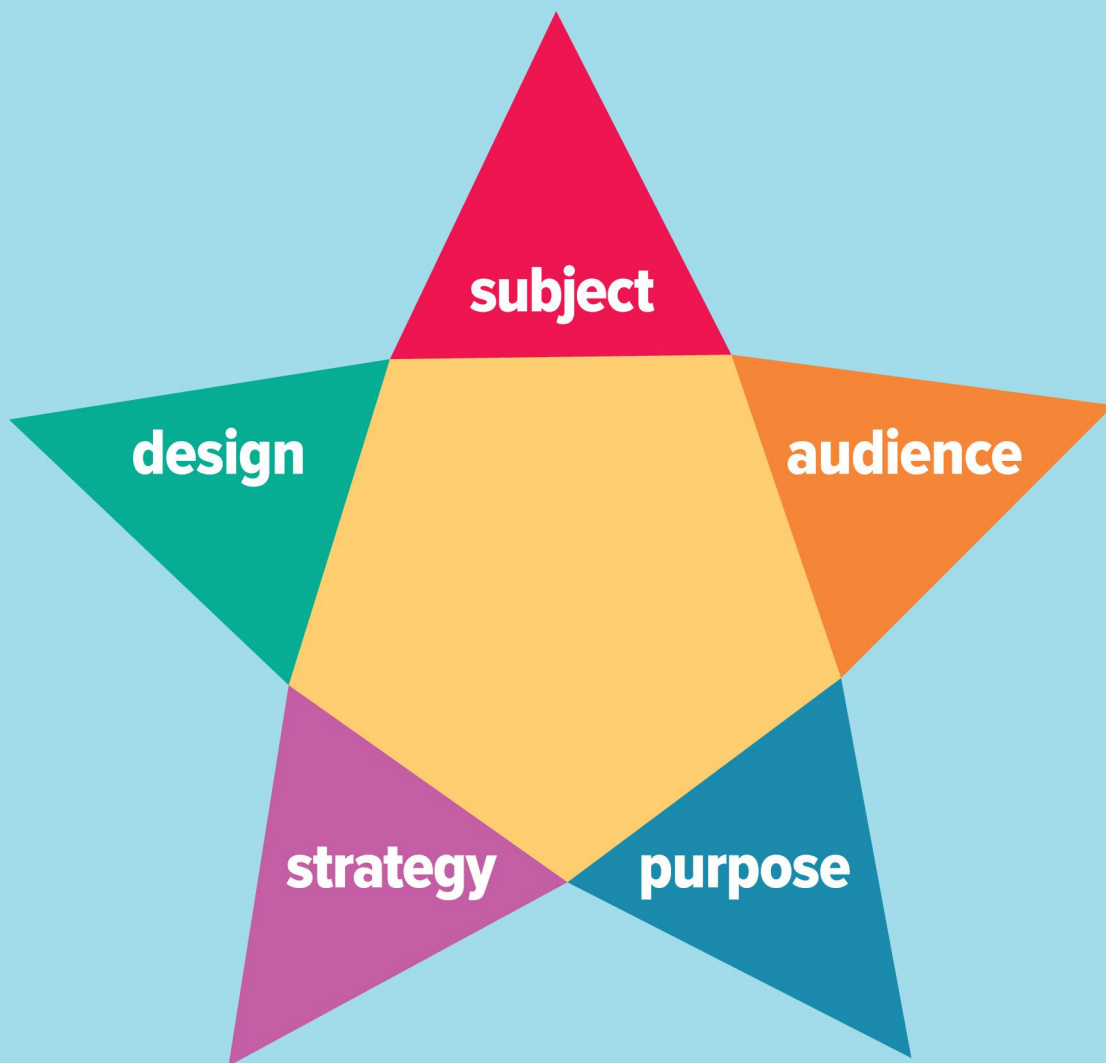


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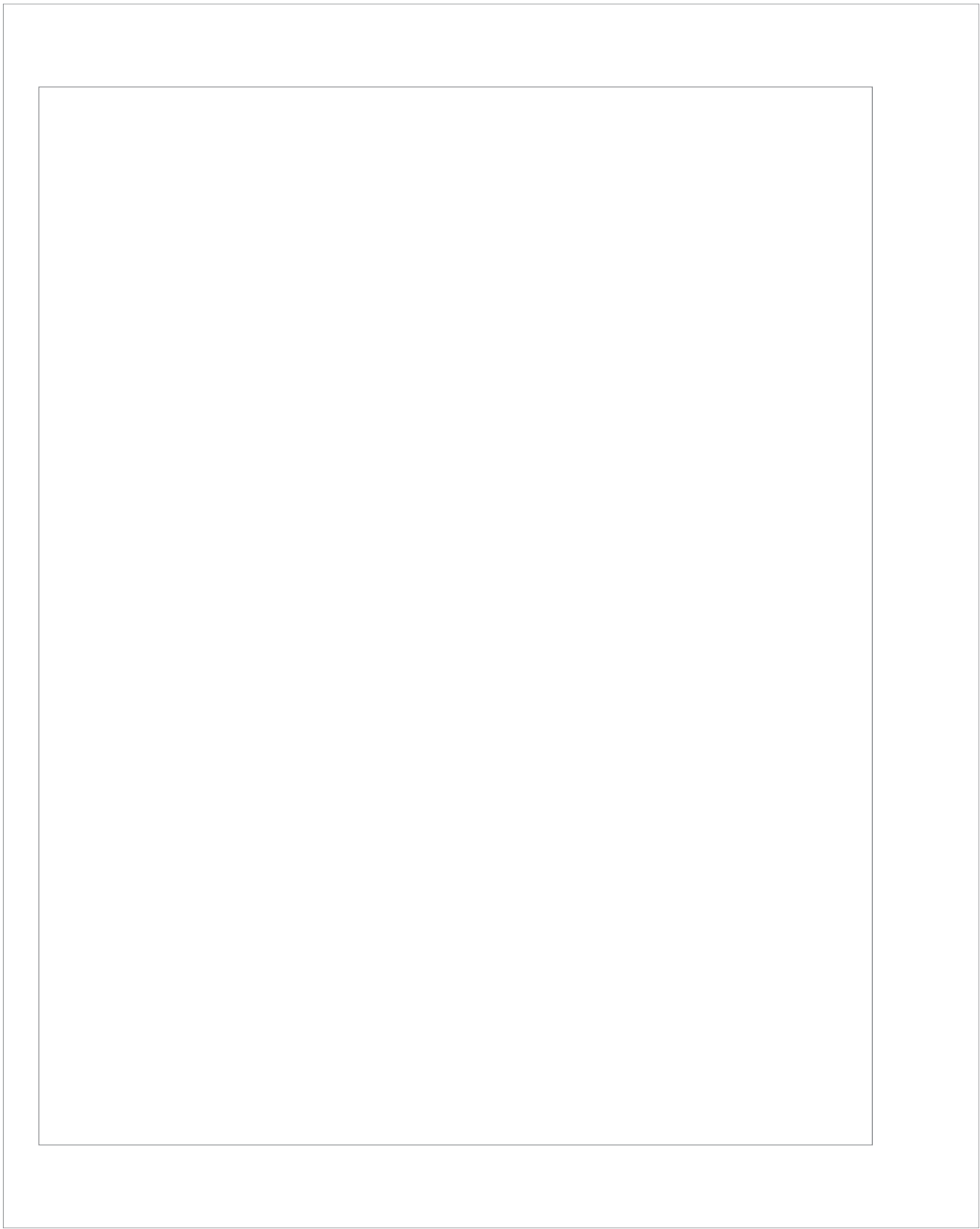


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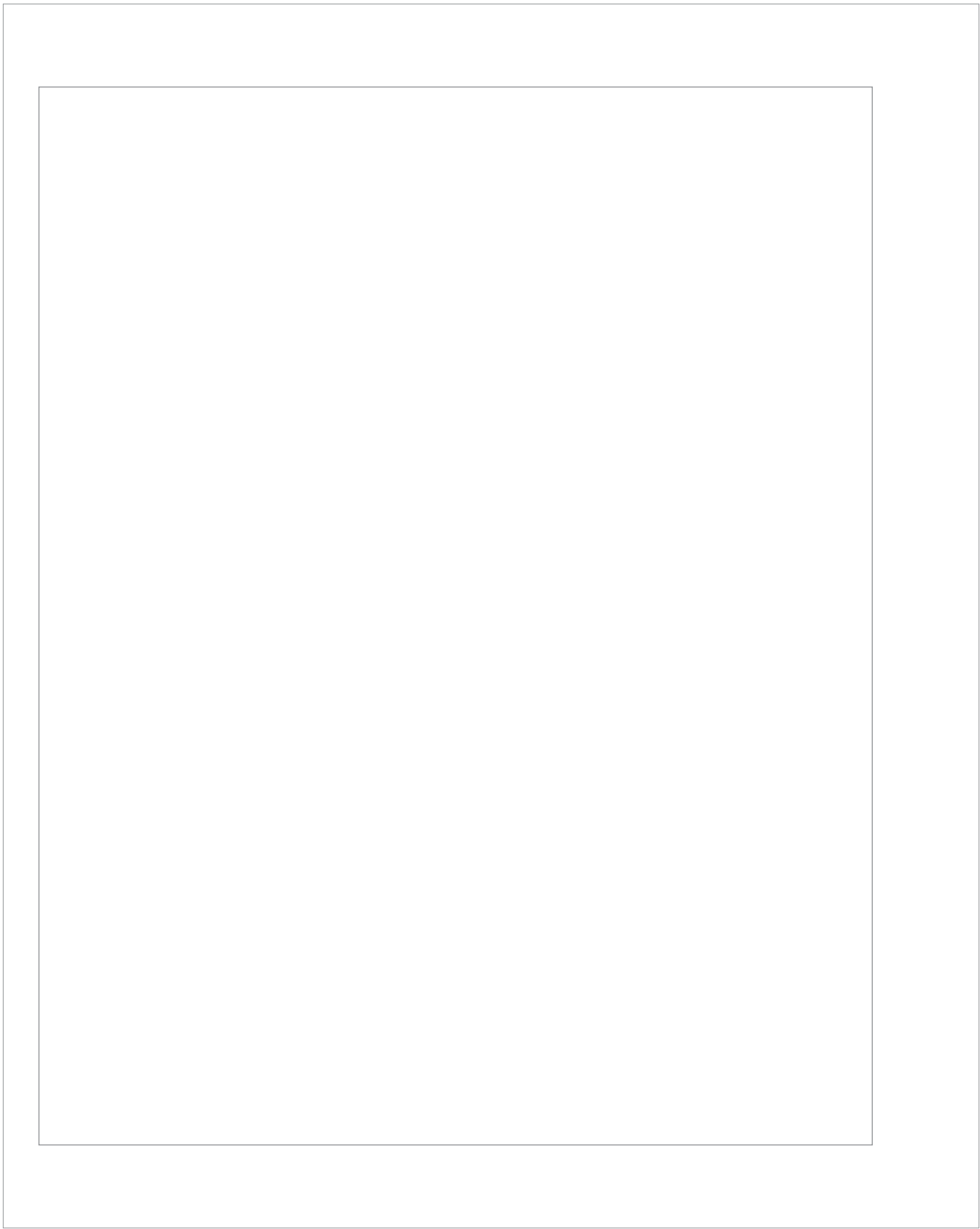


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WHY WRITE NOW?

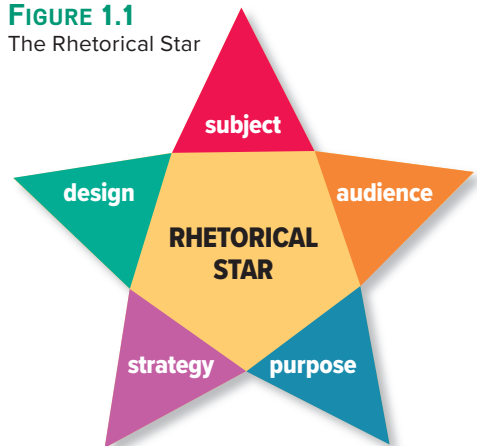
College students taking the first-year composition course often wonder how what they are learning will benefit them. From the beginning, *Write Now* has been designed to respond to that question by demonstrating that being able to write effectively is essential for achieving success and that writing can be a worthwhile and satisfying experience. Now in its third edition, *Write Now* gives students greater confidence as they approach writing for college, for their careers, or for their everyday lives, while guiding them through the process of exploring ideas, drafting, revising, and editing their work. The third edition offers students plenty of practical, hands-on advice for dealing with any writing situation they might encounter, whether they are writing as college students or as nurses, police officers, office managers, or any other type of professional.

FEATURES OF WRITE NOW

A Focus on Writing in Careers—Not only does *Write Now* teach students how to write for college, it shows them how to transfer their skills to other environments, with a focus on professional settings. In Part 1, students learn to recognize their rhetorical situations, to practice writing processes that work for them, and to think, read, and write critically. In Part 2, they learn specific strategies for writing—such as narration, process analysis, and persuasion—through “how to” instruction and career-based selections organized around a theme. For example, in Chapter 9, “Analyzing Causes and Effects: Health and Medicine,” students learn how to explain causes and effects and are asked to analyze “An Accident Report” by the Occupational, Safety, and Health Administration (OSHA). This reinforces for students how useful writing strategies and skills will be to their future careers.

Rhetorical Star: A Tool to Reinforce the Writing Situation—*Write Now* guides students through the process of writing, revising, and editing their work with a unique five-point approach—the rhetorical star—that focuses them on their subject, audience, purpose, strategy, and design. Throughout the text, the star reminds students to consider their various rhetorical situations and provides them with a tool for analyzing any type of writing and for composing their own written work.

FIGURE 1.1
The Rhetorical Star



A Wide Variety of Reading

Selections—Carefully chosen to reflect the theme of each chapter in Part 2 and to exemplify the qualities of each type of writing, the professional selections and student essays span numerous areas of interest and disciplines, providing opportunities for students to apply critical reading strategies as well as topics and models for their own writing.

Career-Based DESCRIPTIVE NARRATIVE WRITING

[preview] KRIS BISHOP has an AA degree in rehabilitating assisting, which combines the fields of occupational and physical therapy, a BS degree in health services administration, and an MBA with a concentration in healthcare management. Her passion is working with older patients, and her career in occupational therapy has provided her with experience working with all age groups and in many practice settings including acute care, rehabilitation hospitals, skilled nursing facilities, and home care. Bishop wrote the following case narrative about a patient she treated, Mrs. Thompson, who was in declining health after the death of her husband and needed rehabilitation to increase her ability to manage several daily living skills.

Case Narrative by Kris Bishop, COTA/L

Each Wednesday the rehabilitation team members of the 120-bed skilled nursing and rehabilitation facility meet to discuss patients' progress and challenges on the sub-acute rehabilitation unit. Attending today's meeting was Mary, a Registered Nurse (RN); Sam, the Registered Physical Therapist (RPT); Renee, a Registered Occupational Therapist (OTR); Jeannie, the Discharge Planner; Betty, the Registered Dietician (RD); Terry, the Speech and Language Pathologist (SLP); and myself, a Certified Occupational Therapy Assistant (COTA). Facilitating the meeting was the Rehabilitation Director, Allison.

Patients who were admitted to this unit would be scheduled for daily therapies as prescribed by their Physiatrist, a physician who specializes in physical medicine and rehabilitation, or a Gerontologist, who specializes in aging adults. Most of the patients who were discussed were meeting goals as identified on their individual care plans. Patients' rehabilitative services and skilled nursing care are reimbursed under a prospective payment system which predetermines how much the facility will be paid based upon diagnosis and other factors. This system has a strong influence on when services are provided and the length of time a beneficiary can

STUDENT WRITING

Note: Tracie Ranew used the American Psychological Association (APA 7th edition) format to document her sources. Your instructor may require you to use APA or perhaps the Modern Language Association (MLA) format if you use sources for your paper. Please see Chapters 13–14 for more details about research and documentation methods.

A Glimpse into Four Styles of Rap by Tracie Ranew

Since the 1970s, rap music has been entertaining audiences all across the United States and beyond. While its origins were representative of the Black community, particularly in the Bronx neighborhood of New York City, rap is now popular among music lovers of many cultures. Some of the most significant categories of rap that have captured the hearts of music fans are oldschool, gansta, crunk, and alternative.

The first category, oldschool rap, is pretty straightforward. Rappers tell stories by talking into the microphone, with rhyming lyrics accompanied by

Career-Based Writing Examples—

To emphasize the centrality of writing to the world of work, each chapter in Part 2 includes at least one career-based writing example, as well as a section explaining how students will apply each writing strategy they are learning in school, in their careers, and in their personal lives.

Spotlights on Writing in Professional Settings—Graduate

Spotlights provide testimonials from real college graduates who emphasize the importance of writing skills in their careers.

Employer Spotlights give students additional insight into the importance of writing in the work world.

Graduate SPOTLIGHT

Jake Ellis, Media Designer

Jake Ellis is a media designer for a large entertainment and theme park company. He has a BFA degree in sound design. Here's what Ellis has to say about how he uses writing in his career:



©Courtesy of Jake Ellis

“I work on a project team with members from across the globe, and we design and create theme park rides and shows. When I need to communicate with someone in California or overseas, then e-mail is the best method. I have to be sure to explain what I am working on very clearly for the project to run smoothly. At the beginning of a project, I write a scope document, which defines what our team expects to deliver for a particular project. Our project managers and creative directors review the scope document to let us know if something needs to be added to our plan. Once the scope document is finalized, it serves as a contract to communicate our team's goals and exactly what needs to be done to complete the project. The scope document also helps the team to get funding for the project, so it has to be well written. After we complete a project, I write a technical report that explains everything we have done. The technical report serves as a user guide, which includes details about how to maintain a particular ride or show and whom to contact if there is a problem. This guide is critical for ensuring that our attractions run smoothly so that our guests can have a great time at our theme parks.”

WHAT'S NEW IN THE THIRD EDITION OF *WRITE NOW*?

A New Chapter on Division and Classification—Chapter 6, “Dividing and Classifying: Media and Popular Culture,” offers practical guidelines and engaging reading selections that will help students with a type of writing that is essential for analysis and found frequently in academic and workplace writing contexts.

CHAPTER

6 Dividing and Classifying: Media and Popular Culture



Peothegee Inc./Blend Images LLC

learning
outcomes

In this chapter you will learn techniques for achieving these learning outcomes:

6.1 Identify real-world applications for dividing and classifying. *p. 123*

6.2 Understand the qualities of division and classification writing. *p. 125*

6.3 Interpret images and division and classification readings about media and popular culture. *p. 128*

6.4 Analyze the rhetorical star for dividing and classifying. *p. 142*

6.5 Apply the qualities of division and classification writing. *p. 143*

Blogs and Social Media

Blogs and social media posts can add valuable perspectives to your research paper, but they are not necessarily the best sources for facts. As noted below, the quality of the content depends on authorship, so be sure to evaluate each source carefully. (See pp. 346–347 for advice on evaluating sources.)

Blogs A blog (short for web log) is a personalized online journal, a website or web page that the blogger updates regularly. Bloggers typically write in a conversational style that is less formal than, say, a news article. Blogs often feature advice and opinions. Businesses, organizations, and individuals can create blogs. Typically, almost anyone interested in the discussion at hand can post a comment to a blog.

More Help with Evaluating and Citing Internet Sources—Students need lots of help evaluating and citing the enormous variety of potential sources that are available, including social media sources. We have added a new section in Chapter 13 on blogs and social media. In addition, Chapter 14 has been expanded to include guidelines and models for citing these and other types of online sources in both MLA and APA styles.

Reading and Reflection EVALUATIVE WRITING



Kevin Mazur/Getty Images

[preview] CRAIG JENKINS is a pop music critic for *New York Magazine* and *Vulture* (where the following article originally appeared) and has written for *Pitchfork*, *Billboard*, the *New York Times*, *NoisyMusic*, *Spin*, and other publications. He studied English at Gordon College in Massachusetts and is a resident of New York City. The following review is of Ariana Grande's *Sweetener*, her third number one album on the U.S. *Billboard 200*. Grande is a Florida-born singer, songwriter, and actress who performed in the Broadway musical *13*, played the role of Cat Valentine in the Nickelodeon television series *Victorious*, and took numerous other roles on camera and as a voice actress in animated television and films. To learn more about Ariana Grande, go to arianagrande.com. If possible, listen to or watch the video for "No Tears to Cry," "R.E.M.," or another song on the album before reading the review. Also, think of some of your favorite albums. What criteria do you use to evaluate music?

The Quirky Beauty of Ariana Grande's *Sweetener* by Craig Jenkins

We've all had a wild year, but Ariana Grande's *Sweetener* is serious enough in its commitment to break with the traditions of Ariana Grande albums to serve three big, weird Pharrell collaborations right up front. "Blazed" is textbook Skateboard P, all funky, ascending keys, and busy percussion. "The Light Is Coming" features a capable Nicki Minaj guest rap and chiptune affectations, and shifting

Sweetener is serious enough in its commitment to break with the traditions of Ariana Grande albums to serve three big, weird Pharrell collaborations right up front. "Blazed" is textbook Skateboard P, all funky, ascending keys, and busy percussion. "The Light Is Coming" features a capable Nicki Minaj guest rap and chiptune affectations, and shifting

Multimodal Assignments—Writing situations in both the academic and work worlds now incorporate multimodal elements such as infographics, PowerPoint, and audio clips. To prepare students for these situations and give them practice in responding to them, we have added a multimodal option to the "Options for Writing" box in each chapter in Part 2. In addition, Chapter 15, "Developing an Oral Presentation or a Multimodal Composition," now includes coverage of giving a multimodal presentation.

Compelling New Reading Selections—The new edition includes reading selections on high-interest topics such as balancing college and work, cultural identity and practices, space movies, alternative medicine, and the impact of technology, along with a new work-related selection on massage therapy. The readings are now supplemented by over 80 reading selections, on a wide variety of themes and from a range of disciplines, that are available as part of *Connect Composition for Write Now*.

OPTIONS FOR WRITING A DESCRIPTIVE NARRATIVE ESSAY

Now that you have read one or more examples of descriptive narratives, it's time to write your own. You may choose to write about one of the writing options that follow, the advertisement, the image, or one of the media suggestions. Consider your rhetorical star and the qualities of an effective narrative as you begin to compose your assignment.

Writing Assignment Options

Use one of the following topics to write a descriptive narrative essay recalling a memory.

1. A memorable childhood experience
2. An entertaining pet story
3. A scary or dangerous event you witnessed or experienced
4. Your best (or worst) vacation
5. A lesson you learned as a member of a team or in a club
6. Resisting or succumbing to peer pressure
7. Your worst (or best) day on the job
8. An event that led to a significant decision in your life
9. Meeting someone new or losing someone special
10. A day that changed your life forever

Multimodal Assignment

Using one of the readings, writing assignment options, or another topic, create a multimodal project using the descriptive narrative writing strategy and at least two or more of the options in Table 5.1.

Table 5.1

Multimodal Options		
Artifact	Images	PowerPoint
Artwork	Infographics	Prezi
Audio clip	Journal	Video
Blog	Montage	Website
Digital portfolio	Podcast	Wiki
Graphic organizer	Poster	Writing

(See Chapter 15 for more details about multimodal projects.)

Enhanced Coverage of Documentation—The sections on MLA and APA documentation in Chapter 14 now include models for new types of sources such as social media postings and video. Additionally, more source-based professional and student models are included throughout Part 2, Writing Strategies.

MLA Format

Note: Follow the MLA guidelines for the type of source you are citing, and then add the database information and source URL or DOI to the end of the citation.

Online Audio Recording or Podcast

Sheeran, Ed. "Perfect." *Divide*, iTunes app, Warner/Asylum Records, 2017.

Note: The information that you listened to this song on an app is optional.

Radio Program

Meek, Miki. "Before Things Went to Hell." *This American Life*, Produced by Ira Glass, episode 665, 11 Jan. 2019, WBEZ Chicago, www.thisamericalife.org/665/before-things-went-to-hell. Radio show.

e-Book (Novel)

Angelou, Maya. *Mom & Me & Mom*. Kindle ed., Random House, 2013.

Email, Text Message, or Letter

Record, Michael. "Using the Online Writing Lab." Received by the author, 20 Oct. 2019. Email.

MLA Format

EVEN MORE SUPPORT FOR YOUR COURSE

Connect Composition for Your Course

Connect Composition helps instructors use class time to focus on the highest course expectations by offering their students meaningful, independent, and personalized learning, and an easy, efficient way to track and document student performance and engagement.

The following tools are available within *Connect Composition*.

FEATURE	DESCRIPTION	INSTRUCTIONAL VALUE
Power of Process	An online reader offers nearly 90 professional reading selections and a powerful user interface that guides students through strategies for <i>Before</i> , <i>During</i> , and <i>After Reading</i> assignments. Additionally, instructors can upload their own readings or the reading selections from each chapter of <i>Write Now</i> , including student examples.	Guides students through performance-based assessment activities using the pedagogy of strategies instruction. Students use strategies to read and respond to the text, and instructors can assess students' depth of engagement with the text. Instructors may also choose from pre-built templates for guiding students through Literal and Critical Reading as well as Research and Writing.

FEATURE	DESCRIPTION	INSTRUCTIONAL VALUE
Writing Assignments	Students can engage in peer review through the writing tool, while instructors can create rubrics and assess student writing around specific learning outcomes.	Students draft responses to writing prompts and receive feedback from instructors. Grammar checkers and originality detection alert them to issues before they hand in their work and refer them to learning resources to understand how to correct their errors. An available rubric provides assessment transparency to students, and allows them to see why they got their grade and how to improve. Instructors may also customize this rubric, or create their own.
Adaptive Assessment	Adaptive modules cover critical reading, the writing process, research, argument, paragraph development, and sentence style. Grammar-focused modules are aligned to each section in the Editing Guide.	Provides students with adaptive practice and additional learning resources for important topics, either before or after class, or in a support course.
SmartBook® 2.0	SmartBook 2.0 highlights key concepts and creates a personalized study plan.	SmartBook 2.0 is an adaptive study resource that transforms class time from dull definitions to dynamic debates. Find out more about the powerful personalized learning experience available in SmartBook 2.0 at www.mheducation.com/highered/connect/smartbook .
Handbook	<i>Connect</i> includes a complete online handbook for instructors to assign and for students to refer to as needed. The handbook includes chapters on the writing process, argument, research, and documentation as well as grammar, punctuation, mechanics, and help for multilingual writers.	

For more information on any of these features, please e-mail a member of the McGraw-Hill English team at english@mheducation.com.

Custom Options for Using McGraw-Hill Create®

With McGraw-Hill Create, instructors can easily arrange chapters to align with their syllabus, eliminating chapters they do not wish to assign and adding any of the content available only from the McGraw-Hill Create platform to build one or more print or eBook texts— including *Connect Composition* access codes—for their program. Instructors can also add their own material, such as the course syllabus, course rubric, course standards, or specific instruction, from which they want their students to benefit. For more information, go to <https://create.mheducation.com> or contact your McGraw-Hill representative.

Co-requisite Course Support

Write Now also comes with a pre-built Connect course that provides customizable assignments for instructors to choose from, including support for co-requisite models. Within the pre-built course, suggested assignment combinations provide students with plenty of practice in critical reading and writing, as well as choosing correct style, grammar, and punctuation.

In addition, co-requisite course support is now available in the *Write Now* Instructor's Manual. Within this resource, pacing guides for each chapter of the text offer co-requisite class support activities, as well as a chart to help instructors align co-requisite instruction with the goals of the composition course. Please contact your sales representative, or a member of the McGraw-Hill English team, at english@mheducation.com, for more information.

Learning for Everyone

McGraw-Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services office and ask them to e-mail accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.

Teaching Resources

Karin Russell has more than twenty-five years' experience teaching composition, literature, developmental English, and business writing for various Florida schools. She currently oversees curriculum development for a variety of writing, literature, and communication courses. Drawing on her extensive teaching and administrative background, she has prepared the instructor notes for the Annotated Instructor's Edition of *Write Now* as well as the Instructor's Manual, with Heather Burke of Hondros College of Nursing.

ANNOTATED INSTRUCTOR'S EDITION: TEACHING TIPS RIGHT ON THE PAGE

The Annotated Instructor's Edition includes classroom tips, tips for using SmartBook 2.0 and adaptive assessment, as well as classroom tips and answers to activities and Grammar Window exercises. It also provides tips for teaching co-requisite sections of first-year composition.

INSTRUCTOR'S MANUAL

The Instructor's Manual provides a wealth of material to draw on, including the following:

- **Chapter outlines**
- **Lecture notes**
- **Class activities**
- **Pacing Guides for traditional and co-req classes**
- **Sample assignments and writing topics**
- **Connect resources**
- **Discussion questions for online/hybrid classes**
- **Graphic organizers that can be used as handouts**
- **Grading rubrics for each type of writing covered**
- **Peer review worksheets**
- **Co-req support**

Grammar Window POINT OF VIEW

First person: I, me, my, mine, we, our, ours

Second person: you, yours

Third person: he, she, they, their, theirs

The point of view needs to be consistent within a sentence or paragraph or readers will become confused. Watch for sentences where the point of view shifts for no reason.

Exercise

Correct the shifts in point of view in the following sentences:

1. I looked at the spider and you got really scared.
2. You were driving along and they saw something furry cross the road.

A Word from Karin Russell

For more than twenty-five years, I have taught college-level writing courses and observed students and how they learn to become better writers. I chose to create Write Now because I felt there was a need for a complete yet concise four-in-one (rhetoric, reader, research guide, and handbook) textbook that incorporates sound pedagogical theory, appeals to students' interests, and demonstrates the relevance of being able to write clear, effective documents. Write Now emphasizes a process-oriented approach to writing that focuses on revision and the recursive nature of writing. One of the unique features of Write Now is the Rhetorical Star, which I developed to help students analyze their rhetorical situation. Building on Aristotle's rhetorical triangle, the Rhetorical

Star guides students through each writing assignment by encouraging them to consider their subject, audience, purpose, strategy, and design.

In addition to providing students with a variety of engaging readings, images, and activities to stimulate critical thinking and writing skills, I have included Graduate Spotlights, Employer Spotlights, and Career-Based Writing examples to emphasize to students just how important writing is, not only during their college experience but also in their careers and personal lives. Above all, Write Now sends students the message that being able to write effectively is essential for achieving success and that writing well can be a worthwhile and satisfying experience.

Acknowledgments

The third edition of *Write Now* would not be possible without the tremendous effort put forth by the McGraw-Hill team. First of all, my thanks go to Mike Ryan, vice president and general manager, and David Patterson, managing director for the skills group, for their leadership. I'm very grateful to Erin Cosyn, portfolio manager for composition, for her wisdom and guidance in shaping this edition. I'm also grateful to Kelly Villella, director, English and College Readiness, for her expert advice and guidance as we finalized the text. Thanks as well go to Ellen Thibault, product developer, for her vast knowledge, attention to detail, high standards, and insightful suggestions for improving every aspect of the text, as well as to Carla Samodulski, product development manager, for her advice and support. I'm grateful as well to Alyssa Ennis for overseeing the Instructor's Manual and PowerPoints for the third edition. Mary Ellen Curley, lead product developer, provided her expertise throughout the development of this edition. I'd also like to thank Byron Kanoti, marketing manager for composition, for expertly marketing the third edition. Susan Trentacosti, lead content project manager, has attended to the many details necessary to get this edition ready. My thanks also go to Sarah Flynn, content licensing specialist, for overseeing the photo research and text permissions, and to Karen Sanatar, photo researcher, for giving me amazing options for the new images that appear in this edition. I'd also like to thank Jessica Cuevas

and Debra Kubiak for overseeing the design and cover of the text. They have done wonders with the visual appeal of *Write Now*.

I am grateful to Heather Burke of Hondros College of Nursing for updating the Instructor's Manual and updating the sections on the resources available on Connect.

My thanks also go to the following reviewers, who have provided helpful comments and suggestions as we developed the third edition of *Write Now*:

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Corey Stayton

Georgia State University

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Hondros College of Nursing

Adam Bulizak

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Cassie S. Hewitt

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Thomas Chester

Ivy Tech Community College, Muncie Campus

Sean Smith

Jackson State University, Main Campus

Monica Granderson

Linda McLemore-Wheeler

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Jacob Melvin

Johnson County Community College

Sayanti Ganguly-Puckett

Keiser University, Fort Lauderdale Campus

Hayley Sogren

Keiser University, Tallahassee Campus

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Josephine Yu

Macomb Community College, Center Campus

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Ludger Brinker

Miami Dade College, Wolfson Campus

Victor Uszerowicz

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New to the Third Edition of *Write Now*

Overall

- A new, smaller trim size and simpler design.

Part 1: Introduction to Writing (Chapters 1–4)

- An article on a topic that working students can relate to has been added in Chapter 1 (“Getting Started with Writing”): “Balancing College and Work Demands” by Robert Feldman.
- An annotated model essay on the fear of failure as a motivator for success has been added in Chapter 3 (“Writing Sentences, Paragraphs, and Essays”): “In Praise of the F Word” by Mary Sherry.
- An annotated model essay on women in the music business has been added to Chapter 4 (“The Critical Thinking, Reading, and Writing Connection”): “Will New Female Rappers Shatter Hip Hop’s Glass Ceiling?” by Linda Laban.
- New visual texts for reading and interpreting appear in Chapter 4: including a World War II era poster, “We Can Do It!,” and the graph on “The Health Effects of Social Media on Teens.”

Part 2: Writing Strategies (Chapters 5–12)

- In each chapter in Part 2, new multimodal assignments give students practice for writing in different modes and genres for varied audiences and purposes, using the skills covered in a given chapter.
- Chapter 5, “Describing and Narrating: Memories,” now combines these two strategies that are often used together in essays. Also, Chapter 5 now includes a descriptive narrative on being born into slavery: From *Incidents in the Life of a Slave Girl*, by Harriet Ann Jacobs.
- A new chapter on division and classification has been added: Chapter 6, “Dividing and Classifying: Media and Popular Culture.” This chapter includes the following:
 - An essay on patient responses to physical therapy. “Massage: Types of Responses to Treatment” by William Prentice.
 - An essay on popular culture: “Sorry, Your Favorite ‘Space’ Movie Is Not Actually a Space Movie” by Elahe Izadi.

- An essay on types of audio storytelling: “Most Popular Podcast Formats” by Christian Cawley.
- A poem that defines poetry through imagery: “Fragment” by Amy Lowell.
- A student essay in APA format on types of music: “A Glimpse into Four Styles of Rap” by Tracie Ranew.
- Visual texts for reading and interpreting: “Playtime Footwear,” a Converse advertisement; Buzzle.com, a “Car Types” illustration.
- Chapter 7, “Explaining a Process: Cultures and Traditions,” now includes a process essay on the Day of the Dead, written exclusively for this book by the author of *Coco: A Story about Music, Shoes*, an adaptation of the Disney/Pixar film *Coco*. “Picnic with the Dead” by Diana López.
- Chapter 8, “Comparing and Contrasting: Computers and Technology,” now includes these new selections:
 - A researched compare/contrast essay on medical practices, written by a registered nurse: “Pros & Cons of Alternative Medicine, Modern Medicine, & Traditional Medicine” by Krystina Ostermeyer.
 - An essay on the value of material things: “Discarded Objects” by Nigel Warburton.
 - A poem in praise of devices and machines: “Technology” by Martin Dejnicky.
- Chapter 10, “Persuading: Relationships,” now includes these new selections:
 - A persuasive essay that won *The New York Times* Student Editorial Contest: “I’m a Disabled Teenager, and Social Media Is My Lifeline” by Asaka Park.
 - A persuasive argument on love in the age of social media: “Is Technology Helping or Hurting Your Relationship?” by Melissa Scrivani.
 - A persuasive argument on the relationship between human connection and health: “The Importance of Social Relationships Over the Life Course” by Mark C. Pachucki.
- Chapter 11, “Evaluating: Film and the Arts,” now includes these new selections:
 - A review of a blockbuster film: “Review of *Black Panther*” by James Berardinelli.
 - A review of a major pop album: “The Quirky Beauty of Ariana Grande’s *Sweetener*” by Craig Jenkins.
 - A poem that evaluates a classic spy thriller: “The James Bond Movie” by May Swenson.
- Chapter 12, “Solving a Problem: Crime and Justice,” now includes the following:
 - An excerpt from a researched, problem-solving report in Chapter 12: From “A Comprehensive Technical Package for the Prevention of Youth Violence and

Associated Risk Behaviors” by the National Center for Injury Prevention and Control (NCIPC) and the Centers for Disease Control and Prevention (CDC).

- An argument for reforming the criminal justice system: “Before, During, After Prison: How Florida Should Reform Criminal Justice” by Adrian Moore and Sal Nuzzo.
- An argument for overhauling America’s bail system, written by two civil-rights attorneys: “America’s Pretrial System Is Broken. Here’s Our Vision to Fix It” by Andrea Woods and Portia Allen-Kyle.
- An APA-style researched student argument for preventing crime and taking care of kids: “Combatting Juvenile Delinquency” by Koray Easom.

Part 3: Research Guide (Chapters 13–15)

- Updated, visual coverage of finding library and Internet sources in Chapter 13, “Planning and Writing a Research Paper.”
- A new section on working with blogs and social media as sources in Chapter 13.
- Completely updated coverage of APA style—including advice, in-text citations, reference lists, and sample paper—based on the new 7th edition of the *Publication Manual of the American Psychological Association* (2020) in Chapter 14, “Documenting a Research Paper.”
- Many new APA and MLA models for in-text citations and references/works cited lists for sources including social media posts, podcasts, games, software, content from YouTube and Netflix, and legal and business documents in Chapter 14.
- A revised chapter on presentations that now includes advice and examples for how to create and deliver a multimodal presentation in Chapter 15, “Delivering an Oral or Multimodal Presentation.”

Part 4: Editing Guide

- The Editing Guide has been updated to reflect the evolving nature of language, including the gender-neutral use of the singular *they*.

About the Author



Rhonda Wetherington

Karin L. Russell

Karin Russell is a college English teacher whose experience in helping students achieve success has spanned more than twenty-five years. Russell earned her undergraduate degree in elementary education at Stetson University and her master's degree in reading and language arts education at Florida State University. She continued her education in the English field by earning thirty-six graduate credit hours beyond the master's degree. She has taught composition, literature, humanities, research and writing, technical writing, developmental English, and business writing courses for various Florida schools, including Eastern Florida State College (formerly Brevard Community College), Nova Southeastern University, and several career colleges.

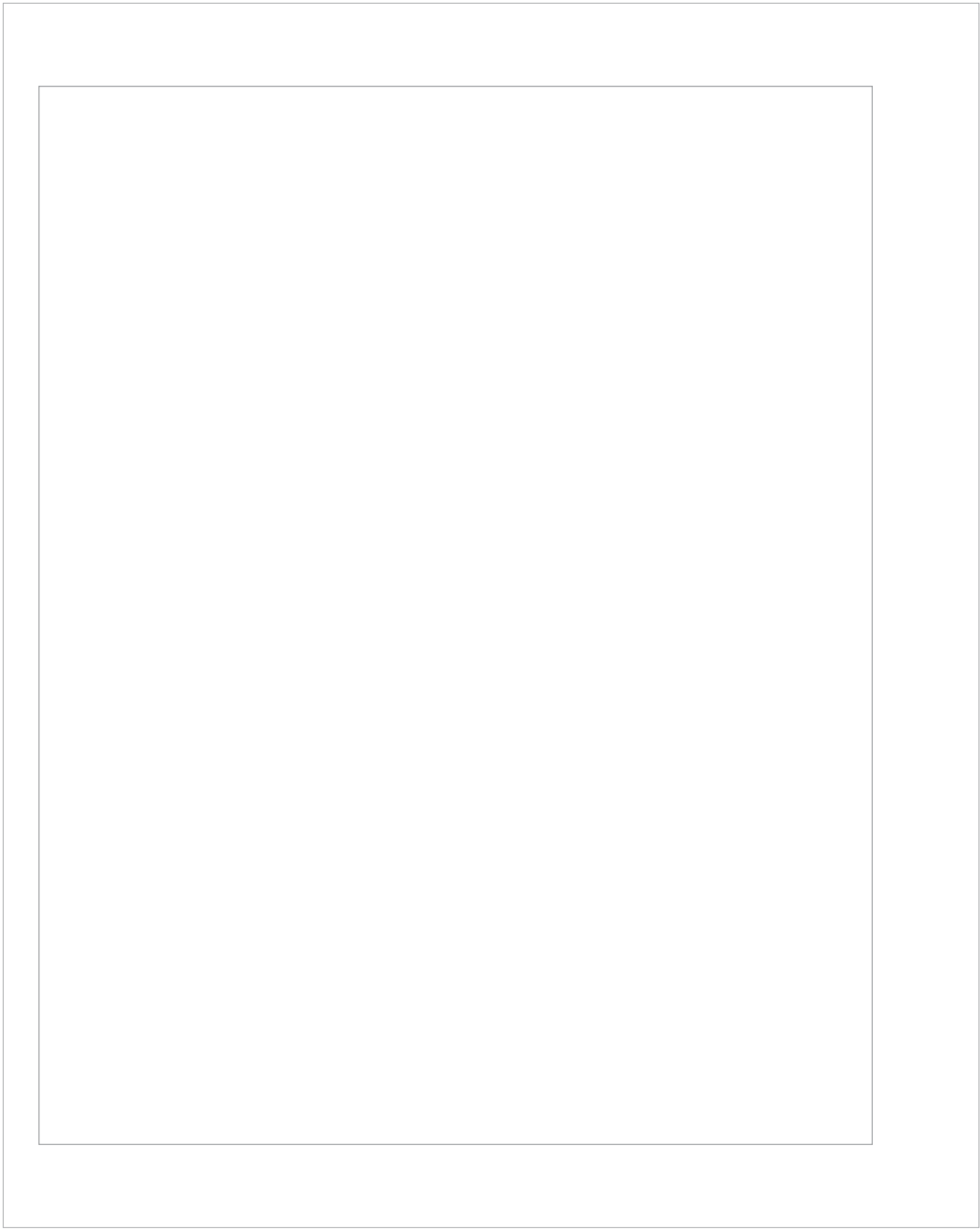
For more than twenty years, Russell has been a full-time English instructor for Keiser University, where she also served as the university department chair for English, humanities, and communications for 12 years. Russell is especially interested in enabling students to develop their writing skills through a process-oriented approach and showing students how writing is applicable to their future careers. She passionately believes that nearly anyone can become a good writer with the right instruction and enough practice.



Rhonda Wetherington



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PART 1

Introduction to Writing

Why Writing Is Important for Success

Writing effectively is an important skill, one that you can take with you and use for the rest of your life. To be successful in college, in your career, and in your life, you will need to be able to communicate effectively through writing. Whether you are composing a report for your boss, a paper for an instructor, or a letter to resolve a personal matter, being able to write well is essential. The good news is that you don't have to be naturally gifted to learn to become a strong

writer. You can develop your writing skills by studying and practicing writing. Whether you are 17 or 77, you have something worthwhile to say that others will be interested in reading. As you read this third edition of *Write Now*, you will learn and practice many valuable techniques that will help you to become a better reader, critical thinker, and writer so that you are able to interpret and communicate messages in an effective manner. Those skills will help you to accomplish your educational, career, and personal goals.

OVERVIEW of Part 1

Chapter 1

- You will have an opportunity to create a writing environment that best suits your personality.
- You will also learn how to assess your rhetorical (or writing) situation.

Chapter 2

- You will discover some strategies that work for you as you participate in the

- steps of the writing process
- to produce a final, polished document. You will also see how a student writer went through the entire writing process.

Chapter 3

- You will learn some methods for writing well-organized sentences, paragraphs, and essays.

Chapter 4

- You will gain a better understanding of the connection between critical thinking, reading, and writing, and you will learn some strategies for applying critical thinking skills to analyze written and visual texts as well as websites.

Getting Started with Writing



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learning outcomes

In this chapter you will learn techniques for achieving these learning outcomes:

1.1 Create an Ideal Writing Environment. *p. 3*

1.2 Analyze The Rhetorical Situation: The Star Approach. *p. 5*

1.1 Create An Ideal Writing Environment

Even if you haven't had much success with writing in the past, you can become a good writer at school, on the job, and in your personal life. Your academic history doesn't define your future as a writer. Through this course, you will learn and apply many strategies that will strengthen your writing skills so you can say something worthwhile in a way that readers will find interesting. Instead of feeling overwhelmed by writing assignments, you will learn to break them into manageable tasks. Take a moment to visualize yourself writing a strong paper, one that you can proudly submit to your instructor or boss.

One way to help you achieve success is to create a comfortable writing atmosphere that contains everything you need to accomplish your task. Whether you are taking your class on campus or online, here are some steps to help you find your writing groove.

1. Find a Good Place to Write

Try writing in different places to discover where you experience the most success. Do you work better at home, in a library, in an empty classroom, outside, or in a café? Choose a place that won't be too distracting, whether at home or away from home. If you can't find a peaceful place, try listening to something soothing on your iPod to reduce outside interference.

2. Plan Your Time to Write

What time of day are you the sharpest? Do you like to compose first thing in the morning, or does your brain get fired up in the middle of the night? Try to schedule your writing time when you are likely to develop your best work. If your busy life prevents you from writing at the opportune time, then learn to adapt your writing habits to your schedule. Though it may not be ideal, you can write a little bit at a time if necessary. For example, you might be able to write during your commute (if you're not driving) or even while waiting at the dentist's office. With the right attitude, you can be productive in nearly any environment at any time. Instead of making excuses for not having time to write, use the time that you do have wisely. Consider using a paper or digital calendar to plan time to write. Look for gaps in your schedule. If your writing time is on your calendar, you are less likely to fill that time with other, less productive tasks such as hanging out with friends or watching television.

3. Select Your Materials

Before you begin writing, assemble the materials you will need. Some writers like to brainstorm ideas on paper. If that's your style, do you prefer a legal pad, spiral notebook, or fancy journal? Do you have a favorite pencil or pen? Also, you should have a dictionary and thesaurus nearby. *Dictionary.com* and *Thesaurus.com* are excellent Web-based resources.

Other writers are comfortable starting right in with a computer. Make sure you have enough battery strength or a power supply so you won't lose momentum by having to

stop writing. Choose a font style, color, and size that make you comfortable during the composing process. You can always change them before you submit your work.

4. Establish a Method for Saving Your Work

What happens if you lose the folder or notebook that has your assignment in it? Whether you are writing on paper or on a computer, you'll need a backup system for situations like this one. Make a copy of written assignments. If you compose your assignment on a computer, then don't just trust your hard drive. Save a copy to a flash drive or another data-storage device. You can even e-mail your assignment to yourself as an extra precaution so that it is stored safely in cyberspace.

For an online class, compose your assignments in a word processing program (such as Microsoft Word or Pages). Then copy and paste them into the online course platform. That way if you lose your Internet connection, or if the course system goes down while you are trying to post your assignment, you won't lose your work.

5. Create an Inviting Atmosphere

Determine what kind of environment most inspires you to write. Do you prefer order or chaos? Do you like bright or soft lighting? Do you prefer complete silence, or does listening to music help you to think clearly? Are you most comfortable sitting at a desk, or are you more creative on the sofa? Try different scenarios to see what kind of ambience helps you produce your best work.

6. Minimize Distractions

If you live with other people, ask them to give you some time for writing without interruptions. If you have children, arrange to have someone else watch them while you write. Turn off your TV and cell phone. Try to focus all of your energy on what you are writing so that you can concentrate and do your best work.

Sometimes you won't have an opportunity to choose your writing environment, such as when you're writing an in-class essay or when you're at work. If that's the case, do what you can to minimize distractions. Try to distance yourself from people with annoying habits, such as pen clicking or humming. Sit away from the door if noises from the hallway are likely to bother you. As you develop your writing skills, also work on learning how to tune out distractions so that you are able to write in a variety of circumstances.

Activity **Imagining Your Ideal Writing Environment**

Make a collage that represents your ideal writing environment. Include what you would see, where you would write, the materials you would use, and anything else you would need to create the right atmosphere for you. Write a brief description explaining the collage. You may be asked to share your ideal writing environment with a few classmates.

1.2 Analyze the Rhetorical Situation: The Star Approach

The term **rhetoric** simply refers to the art of communicating effectively through writing or speaking. Whether you are writing an essay for school, a report for your boss, or an e-mail to your friend, your goal is to convey a message to the reader. You want to be sure that your reader understands the intent of your message. Therefore, every time you sit down to write, you need to consider five points of the rhetorical situation: subject, audience, purpose, strategy, and design.

Rhetoric The art of communicating effectively through writing or speaking.

These five points make up the “rhetorical star” (Figure 1.1). Each point of the star is an essential component of your final written product. Using the rhetorical star will help to ensure that you communicate effectively.

Subject

For some writing projects, you will need to determine what **subject** to cover. A subject is a general concept, such as health, technology, or crime. Choose an appropriate subject that fits within the parameters of your assignment (Figure 1.2). After you have selected a broad subject, you will need to narrow it to a specific topic, such as nutritional shakes, tablet features, or home security systems. Make sure your topic is narrow enough that you can adequately cover it in your document. For example, you wouldn’t be able to cover the entire subject of “staying fit” in a short paper, but you could adequately cover a few specific fitness techniques.

As you consider what you want to say and how much detail you want to include, keep your purpose and audience in mind. You might think about what your readers will already know about your subject and what they might want to learn. Also, consider whether research is necessary for you to adequately cover your topic. See Chapter 2 for more details about discovering and narrowing a topic for your paper.

Audience

Consider the readers who make up your **audience** (Figure 1.3). Are you writing for a particular *discourse community* (a group of people who share common interests, knowledge, and values related to a particular subject)? Each of us belongs to a number of discourse communities such as school clubs, social or religious groups, and professional organizations. Each group has its own vocabulary and conventions

FIGURE 1.1
The Rhetorical Star



FIGURE 1.2
Subject

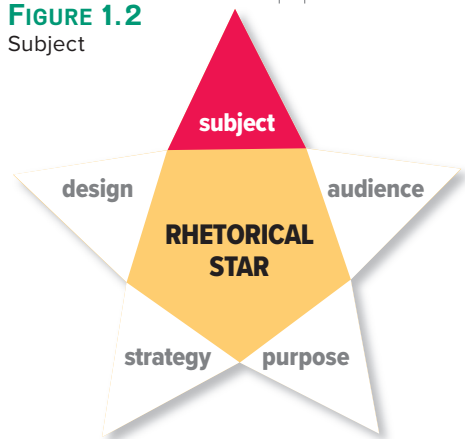
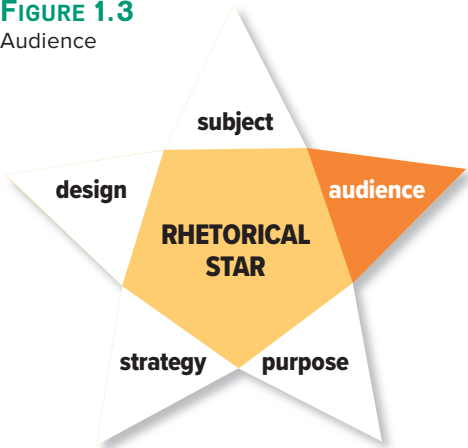


FIGURE 1.3
Audience



of communication, called *jargon*. For example, if you are writing a software review for members of the computer club, you can probably safely assume that they will understand terms that are specific to the computer world, such as *bits* and *bytes*. Similarly, if you are writing a letter to members of a certain professional field, such as health care or homeland security, you won't need to explain concepts related to that field.

Keep in mind the needs and interests of your primary audience, but realize that others (your secondary audience) might also read your document. See Table 1.1 for audience characteristics to consider when you are writing.

Some audience characteristics will matter more than others depending on your subject and purpose. For example, if you are writing an article about a work-related topic that will be published in your company's newsletter, your readers' interests and knowledge of the subject would be more important than their gender and cultural background. If most of the readers are employees, then you can use the vocabulary that is specific to your career field. If, on the other hand, the newsletter is geared more for your organization's clients, then you may need to explain specialized terms in more detail and consider other audience characteristics.

After you have determined who your audience will be, you will need to consider your tone and level of formality.

Tone The mood or feeling a writer or speaker is trying to create.

- **Tone:** Your **Tone** is the mood or feeling you are trying to create through your writing. Your tone can be businesslike (serious), academic, humorous, or opinionated. Choose a tone that is appropriate for your purpose and audience.
- **Level of formality:** Your writing style can be *formal* or *informal*. Formal writing tends to be more serious than informal writing. The use of contractions (such as *I'm* and *doesn't*) is usually limited. In formal writing you generally need to spell out complete words and choose your words carefully. On the other hand, informal writing, such as the writing in this book, tends to be fairly casual. Contractions are acceptable and can help the writing not to

Table 1.1

Audience Characteristics		
Age	Experience	Opinions
Beliefs	Gender	Political views
Cultural background	Interests	Reading ability
Education level	Knowledge of the subject	Religion
Ethnicity	Occupation	Socioeconomic status

Employer SPOTLIGHT

Tracy Wetrich, Director of Human Resources for the National Aeronautics and Space Administration at Kennedy Space Center



Tracy Wetrich

Tracy Wetrich has a BS degree in industrial organizational sociology with a minor in human resources. As a human resources director, one of Wetrich's responsibilities is to find the best people for the available positions. She reviews résumés and cover letters and provides hiring managers with quality candidates to interview. Here's what Wetrich has to say about the qualities she looks for in a job applicant:

“ The résumé is the first opportunity for a candidate to make a good impression. If it clearly and effectively communicates the applicant's education, skills, experience, and knowledge, he or she is likely to fare well in the job search process. If an applicant doesn't write well, then he or she probably doesn't speak well, and the ability to communicate is critical in most aspects of the jobs. For example, written communication is important in everything from e-mail to writing formal proposals, project summaries, performance plans, and evaluations. Written communication also serves as a foundation for preparing materials for presentation. Individuals who are proficient in oral and written communication are often well suited for advancement to lead and supervisory positions, where these skills become even more critical. A candidate who has completed formal college classes in writing, oral communication, and literature is more likely to be able to communicate effectively, have a broad vocabulary, read and interpret materials with critical comprehension, and influence people and decisions. Candidates who possess good communication skills have a strong foundation that will prepare them for many opportunities. ”

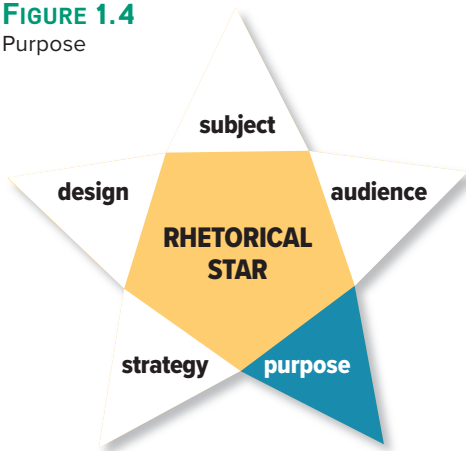
sound too stuffy. You would likely use a more formal approach in a report for your boss than you would in an e-mail to a co-worker. In school, a research essay would be much more formal than a journal entry.

Purpose

Determine your reason, or **purpose**, for writing (Figure 1.4). Why are you writing? What are you hoping to accomplish? What effect do you wish to have on your audience? Whether you are composing a class assignment, workplace document, or personal letter, your writing will have at least one of five main purposes: to inform, to interpret, to persuade, to entertain, and to express feelings.

FIGURE 1.4

Purpose



1. Writing to Inform Most writing is informative in some way. When you write to inform, your goal is to provide readers with useful information about your subject or teach them how to do something. For example, you might write an essay summarizing an article or a story you have read, a set of instructions explaining how to perform a workplace procedure, or a recipe for making your grandmother's special chili.

2. Writing to Interpret Sometimes writing can help you or your audience better understand something. For example, you might write an essay interpreting (analyzing) a poem for a literature class, or you may write a comparison of two software packages that your boss is considering implementing. When you write interpretatively, you are giving your opinions about the subject rather than just reporting information. Sometimes your interpretation may include an evaluation of your subject. For instance, you might write an evaluation of an employee or a review of a movie you have seen.

3. Writing to Persuade Although almost any type of writing needs to be convincing, sometimes your main purpose is to argue a point. For example, you might write an essay arguing for or against a proposed law, or you might submit a letter to your boss convincing him or her why you deserve a raise. Other times you may want to persuade your readers to actually do something. For instance, you might challenge your readers to do more than just recycle bottles, cans, and paper products to help preserve the environment for future generations.

4. Writing to Entertain Some types of writing are primarily intended to entertain readers. You might choose to write a story, a poem, a cartoon, or song lyrics to move your readers or make them laugh. Often you can entertain your readers at the same time that you address another purpose. You might want to use humor in an informative or a persuasive paper to help engage your readers in the material being covered.

5. Writing to Express Feelings You can use personal expression in many ways. You might write a note to someone special, an essay about an exciting or a scary event you experienced, a reaction to a magazine or newspaper article, or a letter to your apartment manager expressing your dissatisfaction with the length of time it is taking to get your leaky faucet repaired.

Combined Purposes The five purposes for writing are not mutually exclusive; they overlap. For instance, if you are writing an essay as part of an application for a scholarship, you may address three purposes by informing the readers about your background and situation, expressing your feelings about how much you need the scholarship and how grateful you would be to receive it, and persuading your readers that you are a worthy recipient of the scholarship.

Activity Writing a Professional E-mail

You should always use proper tone and language when communicating with your instructor (or boss or colleague) by e-mail.

1. Use an appropriate screen name (e-mail address) that includes your name.
2. Write a clear subject heading.
3. Address your instructor professionally.
4. Write your message clearly and concisely. If you have questions, make them specific.
5. Use standard grammar, capitalization, and punctuation.
6. Avoid using all capital letters. This can be considered shouting.
7. Maintain a professional tone.
8. End with a polite closing and your name.

Unprofessional E-mail

From: hotsexymamma@email.com

To: mwilliams@starsuniversity.edu

Subject: class

hey teach
i'm confuzed bout the paper cuz i stayed up partyin' 2 late and blew off class what am i
sposed to do i can't afford to fail this class again HELP ME!!!!!!!!!!
BTW u better not bust me for turning it in late

Professional E-mail

From: rmartin85@email.com

To: mwilliams@starsuniversity.edu

Subject: ENC 1101 Essay Assignment

Dear Professor Williams,

I am sorry that I was unable to attend English Composition I class on Monday.

I have two questions about the essay assignment:

1. May I write about the effects of teenage pregnancy?
2. How long does the final essay need to be?

Please allow me to turn in my draft one day late. I realize that I will lose points because I did not complete the assignment on time. I will submit my final paper by the deadline.

Thank you for your help!

Sincerely,
Rose Martin

—continued

► Activity Writing a Professional E-mail (cont.)

In pairs or small groups, write a short e-mail to an instructor (or boss or colleague) using unprofessional words and tone. Trade papers with another pair or group, and revise the other paper so that it is a more professional communication.

FIGURE 1.5
Strategy

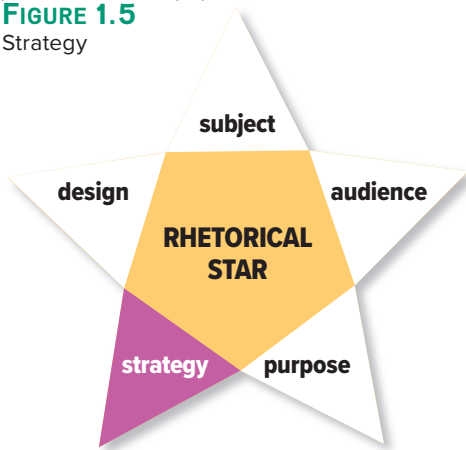
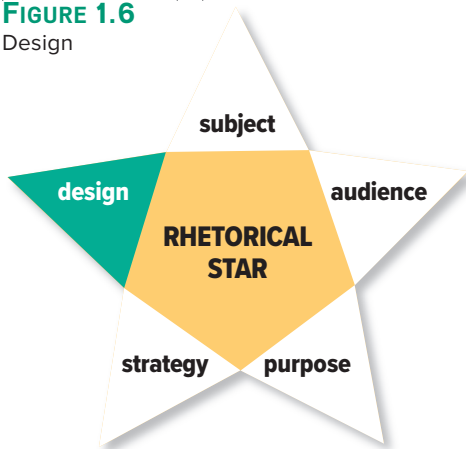


FIGURE 1.6
Design



Strategy

You'll need to choose an approach, or **strategy**, that best serves your purpose and audience (Figure 1.5). In this textbook you will learn about eight major writing strategies: describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, and solving a problem. You may be able to combine writing strategies as well. Table 1.2 offers a quick overview of the different strategies.

Design

Finally, think about how you are going to **design** your document (Figure 1.6). Consider the design expectations of your instructor or boss and the discourse community for which you are writing. Determine the genre, format, length, appearance, and visual aids that are appropriate for your document.

- **Genre:** What type of document do you need to write? Determine the genre that is most appropriate for your task: story, essay, research paper, letter, e-mail, memo, advertisement, flyer, website, blog, multimodal project, and so on. Much of the writing you do in college will be in essay form.
- **Format:** How should you structure your writing? Some instructors may allow you to turn in handwritten informal assignments, but others will require that you use a computer to write all assignments. Be sure to follow your instructor's

guidelines very closely. Also, you may need to adhere to guidelines provided by the Modern Language Association (MLA) or the American Psychological Association (APA), especially if you are writing a paper based on research.

Table 1.2

Writing Strategies	
Describing and Narrating	Tell a descriptive story about something that happened. Usually you will present the details of the event in chronological order, but occasionally a flashback can be useful. Be sure to cover <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> . Also, use plenty of sensory appeal (sight, sound, taste, smell, touch) to help your reader envision what happened.
Dividing and Classifying	Divide a concept into groups with common traits or principles and explain the significant elements of each group.
Explaining a Process	Tell how something works or what something does. You may give step-by-step instructions so your reader can perform the task, or you can write an explanation so that your audience is able to understand your subject.
Comparing and Contrasting	Show how two people, places, or objects are similar and/or different. Be sure to make a worthwhile point while using this strategy.
Explaining Causes and Effects	Examine how one event or situation caused another to occur, or determine the effects of an event or situation. Be careful to apply sound logic as you analyze causes and effects.
Persuading	Take a stand about an important or controversial issue, and convince your reader that your position is valid. You may use personal experience or research to support your main idea.
Evaluating	Make a judgment about your subject by determining how well it meets specific standards that you feel are important for that subject.
Solving a Problem	Explain a problem to your reader and offer several solutions. You may evaluate each possible solution before persuading your reader that one specific solution is best.

See Chapters 13 and 14 for more information about writing and documenting research papers.

- **Length:** How long should your document be? Is there a word or page minimum (or limit)? If your instructor does not specify a length, then let the topic guide you. Be sure to fully develop each point that you want to make.
- **Appearance:** How should your document look? Find out if you need to single-space or double-space your papers. Typically, if you single-space a paper, you will begin each paragraph at the left margin. However, if you double-space a paper, you will need to indent each paragraph. Choose a font size, style, and color that are appropriate for your writing situation. Also, determine if you can use headings, bullets, columns, or boxes to emphasize your main points.
- **Visual aids:** Would adding visual aids enhance your paper? Often pictures, diagrams, charts, or graphs will help get your ideas across to your audience.

For example, if you are including a variety of statistics in a research paper, then you may decide to include a chart or graph to help the reader visualize the impact of the concept you are discussing.

Note: For more details on design, see the section on multimodal composition (15.5) in Chapter 15.

Applying the Rhetorical Star Analysis

You can apply the rhetorical star analysis to all types of writing. Whether you are composing a paper for school, writing an e-mail message to your boss, or creating a flyer for an event you are hosting, you will benefit from considering the five points of your rhetorical star: subject, audience, purpose, strategy, and design. Also, being aware of how other writers apply the rhetorical star can help you understand your own rhetorical star as you write. Whether you are reading a textbook for school, a professional journal for work, or a magazine or newspaper for pleasure, understanding the writer's rhetorical star can help you to interpret the material and comprehend it on a deeper level.

Activity Applying the Rhetorical Star to Your Own Writing

Choose three specific hypothetical writing situations that you could encounter (currently or in the future): one for school, one at work, and one in your personal life. For each scenario, determine your rhetorical star:

1. What is your subject?
2. Who is your primary audience? Is there a secondary audience? If so, who? What does your audience expect from your document?
3. What is your primary purpose? Do you intend to inform, to interpret, to persuade, to entertain, or to express feelings? Would you use a combination of purposes? If so, which ones?
4. What primary writing strategy would you use: describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, or solving a problem? Would you combine strategies? If so, which ones?
5. How would you design your document? What specific design features related to format, appearance, and visual aids would be appropriate for your document?

article

BALANCING COLLEGE AND WORK DEMANDS

Preview

Robert Feldman is dean in the College of Psychological and Behavioral Sciences at the University of Massachusetts, Amherst. He earned a BA. from Wesleyan University and an MS. and a PhD. from the University of Wisconsin—Madison. He has written more than 100 books, book chapters, and scientific articles. The following is an excerpt from his textbook *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*, 4e, from Chapter 2: “Making the Most of Your Time.” As you read, notice the five points of the rhetorical star: subject, audience, purpose, strategy, and design. After you finish reading the article, look at the rhetorical star analysis that follows it.



AntonGrachev/Shutterstock

BALANCING COLLEGE AND WORK DEMANDS

Juggling college and a job can be exhausting. Not only must you manage your time to complete your schoolwork, but in many cases, you'll also face time management demands while you are on the job.

Here are some tips to help you keep everything in balance:

- *Make to-do lists for work, just as you would for your schoolwork.* In fact, all the time management strategies you use for

school can be applied to on-the-job tasks.

- *If you have slack time on the job, get some studying done.* Try to keep at least some of your textbooks, class notes,

—continued

or notecards always with you so you can refer to them. Of course, you should never do schoolwork without your employer's prior agreement. If you don't get permission, you may jeopardize your job.

- *Use your lunch or dinner hour effectively.* Although it's important to eat a nutritious lunch and not to wolf your food down, you may be able to use some of the time allotted to you for lunch to fit in some studying.

- *Ask your employer about flextime.* If your job allows it, you may be able to set your own hours, within reason, as long as the work gets done. If this is an option for you, use it. Although it may create more time management challenges for you than would a job with set hours, it also provides you with more flexibility.

- *Always keep in mind why you're working.* If you're working because it's your sole

means of support, you're in a very different position from someone who is working to earn a bit of extra money for luxuries. Remember what your priorities are. In some cases, school should always come first; in others, your job may have to come first at least some of the time. Whatever you decide, make sure it's a thoughtful decision, based on consideration of your long-term priorities.

SOURCE: Robert Feldman. *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*. New York: McGraw Hill, 2020. Used with permission.

Model Rhetorical Star Analysis of "Balancing College and Work Demands"

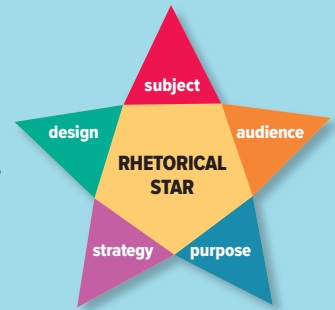


Subject	The segment covers several specific suggestions to help working college students manage their time and prioritize work and school activities effectively.
Audience	The primary audience consists of college students. A secondary audience may include people who are close to college students, such as a parent, partner, friend, or child. People who are not college students but have busy schedules would benefit from reading the article as well.
Purpose	The main purpose is to inform readers about ways to manage their time.
Strategy	The primary writing strategy is to explain the process of managing time. The author also uses persuasive strategy to convince students to use their time wisely, keep study materials close by, and thoughtfully prioritize job- and school-related obligations.
Design	The text is blocked into paragraphs, with bullet points and italicized headings to make the material easily readable. The images are relevant and appealing, and they serve to enhance the written text.

► **Activity** Applying the Rhetorical Star to the Work of Others

Choose an article or essay in a popular print or online newspaper, magazine, or professional journal. Determine the five points of the rhetorical star by answering the following questions:

1. What is the subject?
2. Who is the primary audience? Is there a secondary audience? If so, who? What does the audience expect from the document?
3. What is the primary purpose? Does the author wish to inform, interpret, persuade, entertain, or express feelings? Has the author combined purposes? If so, which ones?
4. What strategy does the author use? Is the author describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, or solving a problem? Is more than one strategy used? If so, what are they?
5. How is the article designed? Are headings, bullets, or visual aids included? How effective is the design?



CHAPTER SUMMARY

1. Increase your chances for success by creating an ideal atmosphere for writing.
2. Every time you write, consider the five points of the rhetorical star: subject, audience, purpose, strategy, and design.
3. Choose an interesting and useful subject for your paper.
4. Consider your audience's needs and expectations as you write your document.
5. The five purposes for writing are to inform, interpret, persuade, entertain, and express feelings.
6. Choose a writing strategy that best suits your purpose and audience. Describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, and solving a problem are all popular writing strategies.
7. Use an effective and appealing design for your document.

WHAT I KNOW NOW

Use this checklist to determine what you need to work on to feel comfortable with your understanding of the material in this chapter. Check off each item as you master it. Review the material for any unchecked items.

- ☐ 1. I am ready to create my own **ideal writing environment**.
- ☐ 2. I know the five points of the **rhetorical star**.
- ☐ 3. I can choose an interesting and useful **subject**.
- ☐ 4. I am aware of important **audience** characteristics to consider.
- ☐ 5. I understand the five **purposes** for writing.
- ☐ 6. I know what the eight **writing strategies** are.
- ☐ 7. I am aware that I need to choose an effective document **design**.

Design elements: *Graduate Spotlight*: Ingram Publishing/AGE Fotostock

The Writing Process



Keith Brofsky/Getty Images

learning outcomes

In this chapter you will learn techniques for achieving these learning outcomes:

2.1 Discover ideas about a topic. *p. 18*

2.2 Plan and organize a document. *p. 23*

2.3 Compose a document. *p. 30*

2.4 Get appropriate feedback on a document. *p. 30*

2.5 Revise a document. *p. 33*

2.6 Edit a document. *p. 34*

2.7 Proofread a document. *p. 35*

Following the Writing Process

After you have analyzed your rhetorical star to get a good sense of what you need to do (see Chapter 1), it's time to start writing. Just like you need to find your own ideal writing environment, you will need to find the writing process that works well for you. The seven steps of the writing process are (1) discovering, (2) planning, (3) composing, (4) getting feedback, (5) revising, (6) editing, and (7) proofreading (see Figure 2.1). Learning to apply these seven steps will help you find the methods that work best for your writing process.

Writing can be a messy process, so you won't always follow all of the steps in sequence. Sometimes you might get to the composing step and decide you need

more supporting points, which will take you back to the discovering step. Also, the steps are flexible. Some writers are comfortable beginning with the planning or even composing step while others prefer to try a number of discovering techniques before writing. Try different strategies to learn what works well for you. Continue working through the steps of the writing process until you are satisfied with your paper—or at least until your deadline arrives.



FIGURE 2.1 The Seven Steps of the Writing Process

2.1 Discovering

During this step you will explore your topic. You have several options for going about the discovery process. Your goal is to generate ideas about the topic you have selected. Have you ever experienced writer's block? The following strategies can help you overcome that ominous blank piece of paper or computer screen.

Brainstorming Writing whatever comes to mind about a topic.

Brainstorming When you **brainstorm**, you write whatever comes to mind about your topic. If you don't have a topic, then use this approach to generate one. You can write all over the page if you like.

Use arrows, boxes, question marks, circles, doodles, or whatever you can think of to explore ideas. Don't worry about writing in complete sentences or organizing your ideas. Just let your creativity spill onto the page.

Amanda Laudato chose to write an essay for her English composition class about the influential musician Eminem. Figure 2.2 shows her brainstorming notes.

Listing List all the ideas that you can think of that relate to your topic. **Listing** is different from brainstorming because it's focused on a specific topic. There are no wrong ideas at this point. Keep writing for about 10 minutes. You should then review your list to see which ideas you like and which you want to eliminate. Put an "X" next to items you think won't be useful, but don't cross them out because you may change your mind. Some items on your list may stand out as potential main ideas, whereas others would make good supporting points. If that's the case, your list will also be helpful during the planning stage.

Listing Making a list about ideas related to a specific topic.

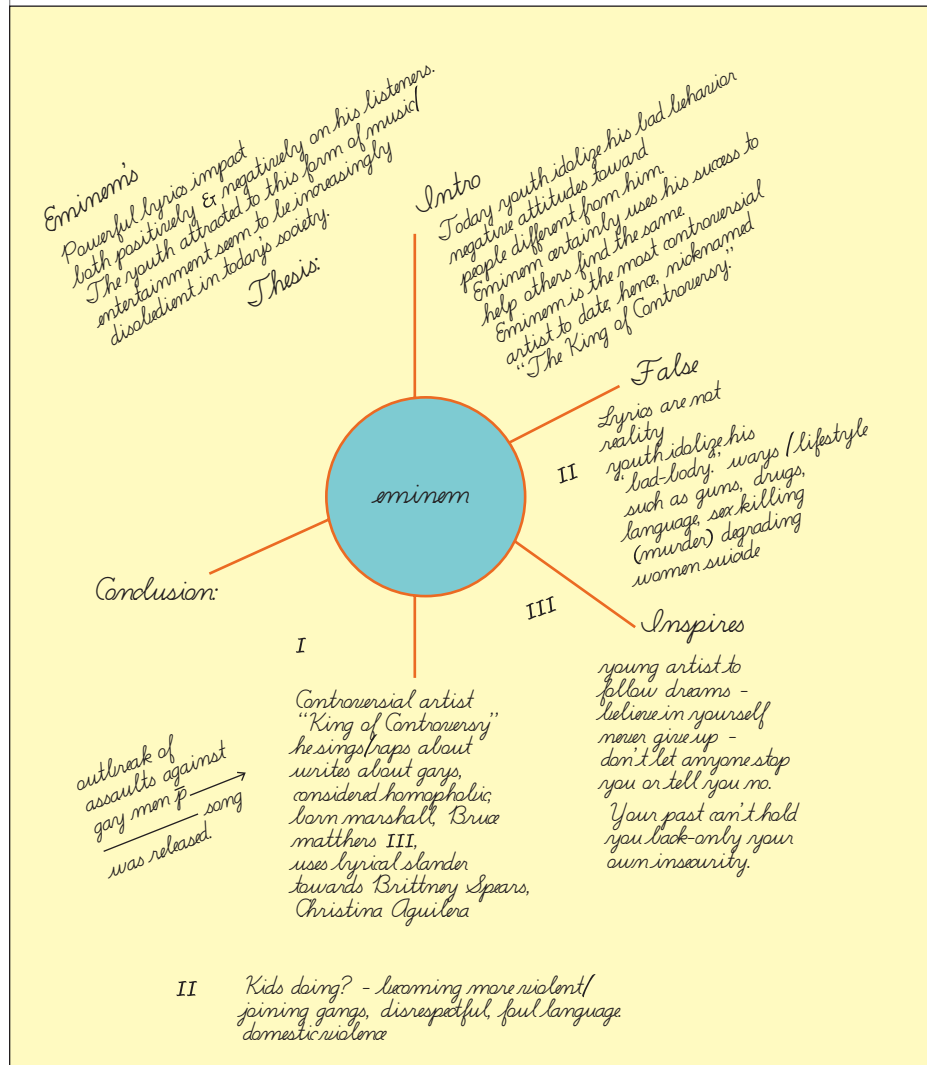


FIGURE 2.2 Brainstorming Notes

ESOL Tip >

If you cannot think of a word in English, write the word in your native language so you do not interrupt your flow of ideas. You can change it to the correct English word later.

Here's a sample list on the subject of having a career rather than just a job:

greater financial reward	long term instead of short term
higher interest level	
greater self-esteem	larger contribution to the community
better potential for development	greater sense of satisfaction
more required skills and training	using talents to do something well
more advancement opportunities	
higher level of competence required	professionalism necessary
	higher education required

Freewriting

Take 10 or 15 minutes to write everything that comes to mind about your topic. This discovery method is like brainstorming and listing except that you are more likely to use complete sentences when you **freewrite**. Don't worry about grammar or punctuation; just keep writing. When finished, look at what you have written to see if you have stumbled upon any ideas that you would like to develop further. You might try a second freewriting session using one of the ideas you came up with during the first one.

Freewriting Unstructured writing for a set amount of time.

Here's a sample freewriting exercise that Roberto Gonzales completed on his laptop computer in about 12 minutes during his English composition class:

Robert Gonzales's Freewrite

"Job vs. Career"

A job is something you have to do. You need money to pay your bills and to eat and a job usually gets you there. A job is usually a way to get your foot in the door or to experiment with what you really like or don't like. Something might be fun for a few hours, but eight hours of such work might cause a change in your perspective.

A career is a ladder. You know where you want to be and you know you have to climb to get there. A career is more than a paycheck, but where you choose to make your contribution to society. In a career small things matter more . . . who you work for, what people think, how well you are doing compared to someone else trying to climb that same ladder.

For most, their work experience starts with jobs. Not many people want to make a fast food joint or supermarket a career. You make a little cash, meet people, and start learning to develop a work ethic. Once you have finished school and obtained an appropriate certification or degree, then the focus shifts into a career. Some place you will end up working for a long time; that will provide you with the means to have a family and fund the American dream. A career is that security blanket that allows you to not worry so much about a job, but gives you the assurance that you're going places and that each step of that ladder equals a better life for you and your family.

Questioning Consider the journalist's questions as you try to discover ideas about your topic. Who? What? When? Where? Why? How? (See Figure 2.3.) Write everything you can think of for each question. Afterward, you can decide which ideas you would like to investigate further. Use your answers as a starting point for your essay. This technique works especially well for informative pieces, narrative writing (storytelling), and problem solving.

Journaling Begin keeping a daily writer's **journal** (paper or electronic) where you jot down ideas that pop into your head. These ideas can be related to an assignment you are pondering, or they can be just general thoughts that you might like to explore later. You can use your journal to reflect on your feelings about yourself and your surroundings.

You might write about events from your past and consider how these events have affected you or others. You may even want to predict what could happen in the future. When journaling, don't worry about grammar or sentence structure; just let your ideas flow and see where they lead you. Reread your journal entries in search of ideas to expand on for your assignments.

Sketching Even if you don't have an artistic side, you may find that doodling or drawing will help you generate ideas about your topic, especially if you are a visual person. A simple stick figure sketch might help you visualize your subject and give you material you can write about later. You might write captions for your drawings so that when you review them later you'll remember what you had in mind when you were creating them.

Talking You may find it useful to bounce your ideas off classmates, friends, co-workers, or family members. Tell them about your assignment and the ideas you have about approaching the task. You may come up with a brilliant idea while you are talking about your assignment, or someone else may say something that sparks your interest. Either way, just hearing the ideas being spoken can stimulate your creativity. Additionally, you might seek out someone who is familiar with the topic of your paper. Ask the person questions to learn more about your subject. He or she might be able to help you focus your topic.

Reading Sometimes you may find it helpful to read what others have written about your topic. Printed or online books, magazines, newspapers, or professional journals can serve as great resources for an assignment, especially a research essay. Seeing the approach that others have taken can enable you to formulate your own ideas. If you do decide to use someone else's words or ideas in your paper, be sure to cite your sources appropriately to avoid plagiarism. (See Part 3 to learn more about documenting sources.)

Viewing Often you'll find that looking at a photograph, painting, advertisement, television show, film, or website will stir your emotions and inspire you to write. If you are having trouble coming up with a topic for a writing assignment, you might think about

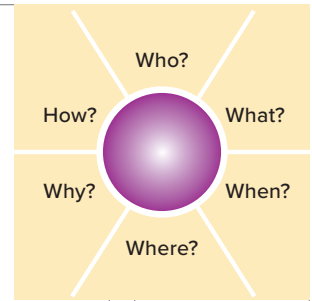


FIGURE 2.3 Journalist's Questions

Journal A place to keep track of thoughts and feelings.

Activity

Discovering Ideas to Write About

Choose one of the following topics:

education

health

pets

vacations

crime

music

movies

commercials

sports

cuisine

computers

celebrities

fashion

musicians

medicine

television

video games

nature

Try one or more of the discovery techniques, such as brainstorming, listing, freewriting, questioning, or sketching, to see how many ideas you can come up with in 5 to 10 minutes that relate to your topic. Be prepared to share your findings.

Employer SPOTLIGHT

Murielle Pamphile, Director of Student Services

Murielle Pamphile is the director of student services for a private university that offers degrees in a wide variety of majors that prepare students for specific careers. She has a BS in biology, an MS in health management, and a PhD in educational leadership. Here's what Pamphile has to say about the skills graduates need when they enter the workforce in a new career:



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“ I work with students to ensure they have good employability skills. To determine exactly what skills graduates need to land a good job, I meet with employers in the fields related to students' majors and review comments from advisory board meetings and employer surveys. Employers frequently tell me that, in addition to developing skills related to a specific career field, students need to possess good résumé writing and job interviewing skills. Those skills are important for obtaining a job because employees will need to have good communication skills in the workplace. Also, students need to tailor their résumés to showcase the exact skills, qualifications, and certifications (if applicable) they have to demonstrate that they are a good fit for an employer. For example, a graduate looking for a job in the radiology field needs to include key terminology from that field on his or her résumé. Furthermore, employers often contact me to ask for a list of candidates who are qualified for a specific position. The graduates I recommend are those who have the appropriate job skills as well as strong communication skills. While students are in school, I encourage them to take their composition courses seriously and to visit the writing center so that they will develop the skills they need to be successful in their careers. ”