# Developmental English Highlights—New Titles for 2011!

## Developmental Reading & Critical Thinking

### Introductory

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### Intermediate

- **Reading Keys, 3rd Edition**
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New Titles for 2011!

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Give them choices. Help your students achieve their

Aplia’s Developmental Reading and Writing learning solutions motivate students to become stronger readers and writers by pairing high-interest content with interactive assignments and instant feedback. Aplia’s current, cutting-edge assignments include automatically graded questions and in-depth explanations to reinforce understanding of course concepts. Reading assignments allow students to interact with the text, identify main points and supporting details, learn critical-thinking skills, and improve comprehension. Writing assignments build confidence with individualized practice and clear, predictably structured questions.

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DEVELOPMENTAL READING AND CRITICAL THINKING

Section 1. Introductory Reading
Section 2. Intermediate Reading
Section 3. Advanced Reading
Section 4. Vocabulary
Section 5. Critical Thinking
INTRODUCTORY READING—NEW FOR 2011!

JOINING A COMMUNITY OF READERS
A THEMATIC APPROACH TO READING

Roberta Alexander | San Diego City College

A contemporary thematic reader, Joining a Community of Readers offers a holistic approach to developing reading skills and building schema. It maintains a constant focus on key skills while providing ample practice with shorter and longer readings. The real-life context for skill instruction engages students as they are able to stay with a single theme throughout each instructive unit. The author’s PRO reading strategy (Prepare to Read, Read Actively and Reflect, and Organize to Learn) places an emphasis on pre-reading, active reading, and post-reading activities throughout the text and gets students applying the skills in the context of the reading process. Significant attention is given to vocabulary skills and finding the main idea and support.

NEW TO THIS EDITION

• The Fifth Edition includes nine new readings.
• New interactive opening pages motivate students and promote thought-provoking and lively discussion.
• A focus on writing is realized through a new recurrent exercise that emphasizes the reading-writing connection. This new exercise encourages students to make connections by working collaboratively with other students and by relating reading content to their own experience and previous knowledge.
• Inspirational quotations from well-known personalities encourage students to have confidence in themselves and make the commitment to achieve their goals.
• New Teaching Tips in the margins of every chapter include useful suggestions for using internet resources to reinforce content, designing classroom and collaborative activities to encourage active learning, and assigning exercises that build on reading assignments. Some indicate how Chapter Review activities can be incorporated during chapter instruction.

KEY FEATURES

• A holistic approach to reading that presents reading skills in the context of real-life issues helps students adapt reading and study strategies to all of their academic courses as well as to the workplace.
• Each chapter focuses on a single theme so that students can work with the ideas long enough to begin to understand and use the material in its complexity. This greater depth allows students to apply critical-thinking skills more effectively in class discussions, assigned writings, and collaborative activities.
• The reading process focus involves essential steps to reading—pre-reading activities, active reading, and post-reading tasks—that are built into each chapter. Students apply the new skills learned within the context of the reading process.
• An “Organize to Learn” feature teaches students learning strategies and study skills, including how to organize their thoughts and classroom material.
• “Language Tips” offer useful notes on reading and language issues that are especially helpful for non-native English speakers.
• Collaborative exercises and activities provide multiple opportunities for group work and collaboration.
• End-of-chapter review material includes a “Putting It Together” chart that graphically summarizes the skills the chapter has introduced, a skills review activity, writing assignments, post-reading activities for further group work, and a web-based activity.
• Two mastery tests in each chapter give students further opportunities to master skills and to evaluate their progress. In addition, cumulative mastery tests at the back of the book assess all the core skills in the book. They can be used as pre- and post-test instruments to measure student progress or for student practice at the end of the term.
• A Reader’s Toolkit appendix includes instruction and practice on reading visual aids, advice on text-taking, and guidance for navigating and evaluating web sites.
TABLE OF CONTENTS
Note: Each chapter concludes with a Chapter Review section that includes: Put It Together, Rewriting Skills, Writing, Collaborating, Extending Your Writing, and Working the Web.

1. The Reading Process: Becoming a Successful Student

2. Working with Words: Technology and You

Chapter 3: Main Ideas: How We Look


Cumulative Mastery Tests

Reading A: “Loneliness” adapted from Wayne Weiten and Margaret Lloyd Reading B. “Little Borden, Murderer,” James Kirby Martin, Randy Jones, Steven Minta, Linda O. McMurry, and James H. Jones.

A Reader’s Toolkit

Reading Keys, 3rd Edition
Laraine E. Flemming

Reading Keys—the first in a three-book reading series by Laraine Flemming—offers a comprehensive introduction to reading skills and strategies. From using context clues to identifying purpose and bias, clear, accessible explanations present reading concepts without oversimplifying the process of reading comprehension. To ensure students’ understanding, reading “keys” or summaries follow the explanations, breaking them down into manageable chunks. Throughout each chapter, a steady progression of more difficult exercises assesses students’ understanding of the material and promotes improved comprehension and critical-thinking skills. This incremental approach to instruction and assessment makes it easier for beginning readers to absorb and master new information. The third edition of this text offers even more engaging readings—Laraine Flemming’s signature—as well as a focus on study skills, a new vocabulary feature, and a revised final chapter, “From Comprehension to Critical Reading.” A complete technology package—including online homework and practice and a package of PowerPoint® slides and tests for the instructor—provides students with dynamic learning opportunities and instructors with enhanced teaching options.

KEY FEATURES
• A new Chapter 1, “Getting Into a Textbook State of Mind,” provides context for acquiring reading skills, with sections including “Learn How to Develop and Maintain Concentration,” “Preview Your Assignments,” and “Read Strategically.”
• A new vocabulary feature, “Ten Words for Your Textbook Vocabulary,” helps students acquire and develop an academic vocabulary.
• New sample sentences, paragraphs, and longer readings on lively and contemporary topics grab and maintain students’ interest.
• Four new “Combining Your Skills” reading selections at the end of the text provide both textbook and high-interest readings.
• An appendix on using the dictionary has been updated to include the use of online dictionaries.

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KEY FEATURES
• The text moves students from general reading strategies (in Chapter 1) and defining words in context through topics and main ideas, drawing inferences, and identifying patterns of organization.
• Each topic provides explanation and a “Reading Keys” summary, followed by numerous exercises, which provide immediate hands-on practice.
• End-of-chapter elements include a “Rounding Up the Keys” summary, “Ten Words for Your Vocabulary,” a longer “Digging Deeper” reading selection with questions to develop analytical skills, and six to eight tests that measure students’ comprehension.
• Frequent textbook selections prepare students for academic reading, bolstered by vocabulary boxes and features that encourage development of appropriate vocabulary.
DEVELOPMENTAL WRITING on Campus, Kimball, present.

3. From Topics to Main Ideas

4. More on Topic Sentences

6. Drawing Inferences about Implied Main Ideas

8. Mixing and Matching Patterns

9. From Comprehension to Critical Reading
2. Introductory Reading

**INTRODUCTORY READING—ADDITIONAL TITLES AVAILABLE**

**Reading Strategies for Today’s College Student, 1st Edition**
Rhonda Holt Atkinson | Central Missouri State University
Debbie G. Longman | Southeastern Louisiana University
352 pages | Paperback | 2-color | ©2006
ISBN: 978-0-618-45710-8

This text is designed for low-level reading courses and/or ESL courses in the developmental reading program. It uses selections from reading sources that students will encounter daily in college—textbooks, college catalogs, financial aid documents, correspondence and other information from institutions, articles from college newspapers, and web-based information—to build reading comprehension. After an introductory chapter that explains how to use the text and its key features, the next five chapters of the text focus on the language of college coursework including decoding, dictionary and thesaurus use, using the context, structural analysis, and vocabulary development. Following these chapters, the remaining five chapters introduce students to reading strategies for understanding main ideas, details, and drawing conclusions. The text focuses on reading fundamentals and academic reading, employing a low reading level and conversational writing style.

**Houghton Mifflin College Reading Series, Book 1, 2nd Edition**
528 pages | Paperback | 1-color | ©2006
ISBN: 978-0-618-54186-7

The Houghton Mifflin College Reading Series follows a consistent sequence and structure, pairing skills and strategies with paragraphs and short selections to introduce new concepts in context. The readings represent a diverse range of sources, including textbooks and magazines. The Houghton Mifflin College Reading Series Book 1, Second Edition is the first book in a three-level series and is designed for lower-level reading courses. The readings in the Second Edition have been updated for currency and relevance to students’ interest, and have been reviewed carefully to ensure grade-level appropriateness.

**The Reading Portfolio, 2nd Edition**
Diane Perotti Bosco | Suffolk County Community College
Janice Arselma Buchner | Suffolk County Community College
384 pages | Paperback | 1-color | ©2004
ISBN: 978-0-618-25669-0

The Reading Portfolio combines thematic readings with skill-building exercises to help lower-level developmental students learn to assimilate effective reading strategies. An innovative portfolio approach to reading encourages students to record their reactions to each selection and submit the collection for grading at the end of the course. Instructors are not limited to the portfolio approach. This text also lends itself to use with traditional grading methods. This edition highlights topics from popular culture and the media using a wide range of readings from best-selling authors.

12 WADSWORTH, A PART OF CENGAGE LEARNING
Intermediate Reading

DEVELOPMENTAL READING AND CRITICAL THINKING

INTERMEDIATE READING—NEW FOR 2011!

Reading for Results, 11th Edition
Laraine E. Flemming

Reading for Results is the mid-level text in the ever-popular reading series by Laraine Flemming, which includes Reading for Keen (beginning level) and Reading for Thinking (advanced level). This hallmark developmental reading text is filled with stimulating readings that range in length from single paragraphs to textbook excerpts. Chapters and explanations are carefully structured so that each skill builds on the previous one until students are ready to tackle longer, multi-paragraph selections. By Chapter 11, “More on Purpose, Tone, and Bias,” students are ready to think about the basic structure of an argument and lay the foundations for critical thinking.

NEW TO THIS EDITION
- Reading for Results now features a beautiful full-color design.
- A new Chapter 7, “Drawing Inferences to Understand Visual Aids,” includes thorough coverage of interpretation of charts and graphs (formerly included in an appendix), with opportunities for practice and end-of-chapter quizzes.
- Chapter 1, “Strategies for Textbook Learning,” is revised to show how underlining, annotating, diagramming, outlining, and note-taking are incorporated into the SQ3R study system.
- Chapter 4, “From Topics to Topic Sentences,” describes a new step-by-step system for paraphrasing, and more exercises ask for paraphrased answers. Chapter 4 also introduces a new system for discovering paragraph topics.
- Chapter 9, “Recognizing Patterns of Organization in Paragraphs,” includes a new section on the simple listing pattern and differentiates it from the classification pattern.
- Over two hundred new words, many drawn from academic texts, are introduced in context and defined in footnotes, and new “Vocabulary Check” boxes periodically review words learned in previous passages.
- A new “Summing Up the Key Points” box after each chapter section and a brief “Check Your Understanding” quiz a few pages further on utilize a “review and recall” format that has been shown to aid study and retention.

KEY FEATURES
- Reading for Results is a proven reading text that helps students master skills such as identifying main ideas, locating supporting details, recognizing transitions, and identifying patterns.
- Chapters and explanations are carefully structured with each skill building upon the previous one, so that, by the last chapter, students are ready to analyze arguments and develop critical-thinking abilities.

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Preface
1. Strategies for Textbook Learning
2. Building Word Power


Connect: College Reading
Ivan Dale | North Lake Community College
Leslie Taggart

Connect: College Reading motivates students to improve their reading comprehension by focusing on what they already know. This success-driven strategy empowers students to identify and draw on their strengths no matter what their learning style may be—in fact, visually and aurally oriented students are uniquely supported through an online Resource Center featuring a range of interactive learning opportunities.

KEY FEATURES
• The text begins with a “Prep Reading” that guides students through their first reading. The readings are supported by vocabulary help within the text, as well as audio and video support on the accompanying Resource Center.
• The authors teach students a variety of proven techniques designed to help them master college-level reading skills, including the NAPPS reading strategy and the EASY vocabulary strategy.
• Each end-of-chapter reading includes “Critical-Thinking Level” questions that target all six levels of Bloom’s taxonomy to get students in the practice of using the levels and broadening their ideas. These questions force students to identify why they chose their answer and what proof they have that their answer is the correct one.
• Throughout the chapter, students encounter a range of reading pedagogy. “Pre-Reading the Selection” apparatus helps prepare students to read, gets them to connect their prior knowledge, and provides them with any cultural literary knowledge they might need.
“Reading Journal” and vocabulary prompts during reading help students find the meaning in each paragraph and guide them through unknown vocabulary. Finally, the post-reading apparatus targets comprehension, critical thinking, and vocabulary retention.

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1. Exploring the Reading Process.
2. Asking Questions.
3. Developing Your Vocabulary.
PART II: READING TO UNDERSTAND
4. Understanding Paragraph Structure.
5. Recognizing Patterns of Organization.
6. Identifying Implied Main Ideas.
PART III: READING AND STUDYING
7. Reading and Taking Notes on Textbook Chapters.
8. Using and Integrating Visual Information.
10. Analyzing the Author’s Tone.
11. Evaluating the Author’s Reasoning and Evidence.
12. Applying Your Critical Reading Skills Online.
Appendix: A Guide to Reading Novels.
Roberta Alexander | San Diego City College
Jan Jarrell | San Diego City College

Focused on interesting, contemporary themes, A Community of Readers presents college-level reading skills concerning real-life issues relevant to students. A Community of Readers, the second of two books in the Alexander reading series, offers guided, detailed instruction on all segments of the reading and learning process: reading, discussing, writing, and critical thinking. The author uses a unique system to teach the reading process called PRO (Prepare to Read, Read Actively and Reflect, and Organize to Learn), which gives students a concrete learning process to follow. Each chapter introduces a key reading skill (e.g., main idea, vocabulary, inference) and focuses on one theme. This thematic organization helps students develop schema while improving their reading skills.

The Fifth Edition maintains the focus on student participation in the classroom community, and covers basic to high-level reading skills including examining fact and opinion, understanding bias, and thinking critically.

NEW TO THIS EDITION

- Dynamic introductions to the chapter theme include cartoons, graphs, and evocative photographs.
- A new “Write About It” feature helps to build the reading/writing connection.
- New “Reader’s Tips” are integrated into the chapters and support students’ reading skills.
- Easy-to-find vocabulary words and definitions enable students to comprehend information at a glance.
- “Put It Together” charts help students identify and define key concepts in each chapter.

KEY FEATURES

- “Evaluating and Navigating Websites” prepares students for research in other disciplines and in freshman composition.
- “Reading Visual Aids” instruction is integrated throughout the text and highlighted in a condensed section.
- “A Reader’s Toolkit” is included where students may study independently and test themselves on their skills. Two cumulative mastery tests give students the opportunity to test themselves on all the skills covered in the text and can be used for review or as pre- and post-test instruments.
- Thorough coverage of visual aids and vocabulary can be found throughout the book. An entire chapter, “Working with Words,” is dedicated to building vocabulary.
- A thematic approach allows students to focus on a single topic and explore complex material from different viewpoints.

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Note: Each chapter concludes with a Chapter Review which includes a Reader’s Checklist, Critical Reflections, Writing Activity, Classroom Community, Extend Your Thinking, and Work the Web

PART I: SKILLS INSTRUCTION AND THEMATIC READINGS

1. The Reading Process: Joining a Community of Readers
DEVELOPMENTAL WRITING


2. Working with Words: Living with Technology


3. Topics and Main Ideas: Our Food, Our Culture


4. Support for Main Ideas: Staying On Topic


5. Patterns of Organization: Where We Live, Our Communities


6. Inferences and Reading Literature Dealing with Gender


7. Facts and Opinions: Living in a Diverse Society


8. Critical Thinking: Science, Society, and Disease


DEVELOPMENTAL READING AND CRITICAL THINKING

EXTEND YOUR THINKING:
ADDITIONAL READINGS AND EXERCISES
Part III: A READER’S TOOLKIT
1. Reading Visual Aids
2. Note Taking: The Cornell Note-Taking System
3. Test Taking
4. Writing Tips for Readers
5. Evaluating and Navigating Web Sites
6. Reader Response Journals
7. Reading Circles
8. Poster Sessions
9. Suggested Reading for Book Projects. Test Credits. Photo and Art Credits. Index.
Mindscape: Critical Reading Skills and Strategies
Christine Evans Carter

Mindscape is a comprehensive college reading preparatory text (spanning grade levels 10-12) that takes a metacognitive approach and focuses on how the brain processes information, often referred to as brain-based learning. Since metacognition can best be understood as thinking about “thinking,” the text consistently presents new information with written “think alouds” to model the thought process involved in applying skills and strategies to reading passages. Based on the premise that the brain learns best through organization of information, the text presents the recognition of text structure as a fundamental skill—one that is especially important for students who have limited prior knowledge of a subject. This focus on text structure provides a scaffold onto which developmental-level readers can apply new knowledge. Information is presented in a carefully crafted sequence that serves to build upon prior knowledge and expand understanding of skills and strategies in a recursive manner.

The knowledge of how we learn, the focus of the first chapter, permeates the text and informs the selection of strategies and skills to be introduced and mastered in a specific order. In addition, learning is treated as incremental, with the reader gradually taking more responsibility with each new chapter. While each chapter emphasizes carefully selected reading skills and strategies, thematic content for each chapter establishes solid background knowledge of and interest in the subject matter. Specific and relevant study skills, vocabulary skills, and strategies for reading graphic material, so common in college textbooks, are integrated within each chapter as well.

KEY FEATURES
- The text’s unique chapter organization is built on a framework of brain-based learning.
- Themes applied to each chapter act as a way to build prior knowledge.
- “Reading Study Skills,” “Vocabulary Skills,” and “Understanding Visuals”—significant areas of concern for developmental readers—are integrated into every chapter in a meaningful way that relates to the reading topic at hand.
- Varied practice throughout the book includes the “Thinking It Through” feature, which models a newly learned skill so that students can see and practice in a non-threatening environment. The “On Your Own” feature then challenges students to apply the skill without guidance.
- Applications at the end of each chapter provide marginal support and prompt students to practice all the different skills learned in the chapter. To hold students’ interest, and to prepare them for the variation they will encounter in their college courses, no two applications have the same apparatus.

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Developmental Reading
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680 pages | Paperback
7¼ x 9¾ | 4-color | ©2011
DEVELOPMENTAL READING AND CRITICAL THINKING

Advanced Reading


2. Understanding Structure: Patterns of Organization and Supporting Details


UNIT 2: READING FOR MAIN IDEAS (THEME): COMMUNICATION AND CONFLICT ACROSS CULTURES

3. Understanding Explicit Main Ideas


4. Understanding Implied Main Ideas


UNIT 3: READING FOR STUDY (THEME: EDUCATION AND RESPONSIBILITY)

5. Understanding Text Marking and Annotation

Advanced Reading

DEVELOPMENTAL READING AND CRITICAL THINKING


6. Understanding Text Note-Taking


UNIT 4: READING CRITICALLY (THEME: CRIME, MEDICINE AND ETHICS)

7. Understanding Arguments


8. Evaluating Arguments

Developing Reading Versatility, 11th Edition
W. Royce Adams | Santa Barbara City College, Emeritus
Becky Patterson

Developing Reading Versatility is written for the upper-level reading course (grade levels 9-12). This classic text offers students a comprehensive skills-strategies approach to reading that takes them from basic vocabulary development all the way through critical comprehension skills. The text offers a range of readings and exercises designed to help students meet their academic challenge and maximize their efficacy and effectiveness as readers and students. From the development of study skills to using the Internet effectively to learning to evaluate textbook-style readings, Developing Reading Versatility offers students all the tools they need—as well as practice using them—to become successful college students.

NEW TO THIS EDITION
1. The relocation of Chapter 9 on textbook comprehension to the Literal Comprehension section gives students upfront information and practice exercises designed to enhance their overall academic experience.
2. Chapter 3 on computer reading skills has been moved to the Critical Comprehension section, where students will gain a better understanding of how to critically analyze information provided on the Internet.
3. Additional timed readings have been added to help students improve reading rates.

KEY FEATURES
- Vocabulary checks at the end of each chapter familiarize students with words that they should know to successfully complete academic reading assignments at the college level.
- Pro and con essays in the critical comprehension section helps students develop the skills to recognize the strengths and weaknesses of different arguments and analytical styles.
- Exercises in three progressive areas—literal, critical, and affective comprehension—give students the chance to gradually build their reading and analytical skills.
- Numerous comprehension and vocabulary questions and exercises throughout the text help reinforce the material and build students' reading confidence.
- Updated information on the Internet and the effective use of search engines is paired with Internet activities that give students the opportunity to develop their online research skills.

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Unit One: Literal Comprehension
1. DEVELOPING VOCABULARY SKILLS

2. DEVELOPING LITERAL RECALL

384 pages | Paperback
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DEVELOPMENTAL READING AND CRITICAL THINKING
3. DEVELOPING STUDY READING STRATEGIES


Unit Two: Critical Comprehension

4. DISTINGUISHING FACT FROM OPINION


5. RECOGNIZING TONE, FIGURATIVE LANGUAGE, AND AWARD-WINNING WRITERS


6. RECOGNIZING INFERENCEs, DRAWING CONCLUSIONS AND EVALUATING ARGUMENTs


7. DEVELOPING COMPUTER READING SKILLS


Unit Three: Effective Comprehension

8. DEVELOPING AFFECTIVE AWARENESS


9. READING EFFECTIVELY

The Thoughtful Reader, 5th Edition
Mary C. Fjeldstad | City University of New York / LaGuardia Community College
480 pages | Paperback | 7 1/2 x 9 3/4 | ©2009

The Thoughtful Reader, Fifth Edition, offers thematically arranged, engaging articles, essays and stories, as well as textbook chapters that allow students to read deeply and fluently about a topic. Based on the assumption that reading and writing are inseparably linked, interesting and challenging writing exercises accompany the reading selections to help students further develop their reading, thinking, and writing skills.

NEW TO THIS EDITION

- Many new reading selections have been added: a powerful essay by Jonathan Kozol on how the educational system has failed our poorest children; a lively piece by Isaac Asimov exploring the meaning of “intelligence”; a discussion of cheating in American schools; the search for a unique identity by Muslim-American teens; and Sandra Cisneros’s musings on the meaning of being an only daughter in a family of seven children.
- The unit on work includes several new and appealing readings: an essay by Barbara Ehrenreich, the author of Nickel and Dimed: On (Not) Getting By in America, explains her efforts to experience and record the struggles of people trying to get by on minimum wage; a companion piece on a young mother of two trying to survive on what she earns at Burger King; and a lively discussion of the joys and sorrows of multitasking.
- The unit on controversial issues adds a heartbreaking essay by a young woman who must decide if and when to have the test for Huntington’s Disease, knowing she has a 50-50 chance of being a victim. There is also an article on the effects of TV violence.
- Unit Six, “Reading and Thinking about Textbooks,” includes three completely new textbook excerpts.
- The “Learning Strategies” section has been updated. Explanations of marking text and summary writing have been clarified.

KEY FEATURES

- Each unit begins with a section called “Thinking About the Theme” that invites students to think about the subject they’ll be exploring in the readings to follow.
- Units II-V provide special projects for students to pursue additional application of topics.
- Unit VI offers students an opportunity to tackle real textbook chapters.

Reading for Thinking, 6th Edition
Laraine E. Fleming
672 pages | Paperback | 8 x 10 | ©2009
ISBN: 978-0-618-95821-1

Incorporating a wealth of practice exercises and high-interest readings, Reading for Thinking focuses on improving reading skills at the micro-level and moving on to the macro-level. More than half of the book is devoted to evaluating, drawing inferences, and identifying tone, bias, and purpose. The Sixth Edition continues to focus on developing students’ comprehension and critical-thinking skills. Fleming uses a carefully designed sequence of explanations and exercises that allows students to approach critical reading as a natural extension of essential comprehension skills, rather than a discrete set of new strategies. Armed with the ability to both analyze and evaluate a writer’s work, students apply those twin intellectual tools to Fleming’s trademark high-interest readings to determine purpose, analyze evidence, detect bias, recognize tone, and compare opposing points of view.

NEW TO THIS EDITION

- Rather than including just a chapter section, this edition of Reading for Thinking has an entire chapter on vocabulary building, which introduces a series of words central to the study of government, psychology, and sociology.
- A chapter on Organizational Patterns covers definition, process, sequence of dates and events, simple listing, classification, comparison and contrast, and cause and effect.
- A section on Inferences and Pronouns spends time on connecting antecedents to pronouns and uses this instruction to underscore the importance of reader-supplied inferences.
- This edition offers students useful criteria for evaluating websites, with a step-by-step system for using the Web to supplement their background knowledge about unfamiliar textbook material.

KEY FEATURES

- Individual chapters cover Topic, Main Ideas, and Transitions and Patterns of Organization.
- Chapter 4 provides students with targeted instruction.
- New diagrams in Chapter 4 provide visual models of patterns. An increased emphasis on interpretation of visuals (graphs, charts, and websites) throughout the text promotes visual literacy and proficiency.
- Pedagogical tools include a glossary of common idioms, similes, and metaphors, and new vocabulary review quizzes at the end of each chapter.
The World of Words: Vocabulary for College Success, 8th Edition
Margaret Ann Richel | Northeastern Illinois University

This time-tested, top-selling vocabulary textblock not only teaches students the vocabulary they need for academic success but also provides them with the tools to acquire new words independently for years to come. A wealth of easy-to-use and engaging exercises offer in-depth word practice. A focus on three critical skills—dictionary use, context clues, and word elements—builds lifelong word acquisition skills. New online audio exercises hone pronunciation, and an abundance of support materials, including pre-written online tests for every chapter, make life easier for instructors.

NEW TO THIS EDITION
• New online audio exercises and a recorded pronunciation key help students practice proper pronunciation of vocabulary words—especially helpful for online classes where instructors cannot model pronunciation.
• Fun new photographs featuring real students provide cues for word meanings to aid visual learners and ESL students.
• New “Insight into Idioms” exercises introduce students to ever-present English idioms like “feeling blue” and “ham it up.”
• New content and essays use vocabulary words in context to explore fresh, contemporary themes.
• New exercises and sample sentences appeal to student interests.

KEY FEATURES
• Sample sentences, exercises, and passages reflect contemporary developments.
• “Context Clues” exercises allow students to practice their skills with classic quotes and sentences from periodicals.
• “Find the Example” exercises challenge students to apply their word knowledge to real-life situations.

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PART I: DICTIONARY SKILLS AND CONTEXT CLUES
Parts of Speech. Word Endings and Parts of Speech
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2. Words in the News
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4. Other Useful English Words
**Part V: Structuring the College Essay**

- **Devising Paragraphs:** Comparison/Contrast
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**DEVELOPMENTAL READING AND CRITICAL THINKING**

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- **Chapter 1: To the Student**
- **Chapter 2: Moving Forward: Strategies for Developing Paragraphs**
- **Chapter 3: The Writing Process**
- **Chapter 4: Vocabulary**
- **Chapter 5: Word Elements: Prefixes, Roots, and Suffixes. Using Word Elements.**
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- **Part II: Word Elements**
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- **Appendix**

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**Visiting Us Online**

www.cengage.com/devenglish/2011catalog
Building Vocabulary for College, 7th Edition

R. Kent Smith | University College of Bangor
416 pages | Paperbound | 4-color | ©2009

Building Vocabulary for College is a vocabulary workbook that helps students increase their academic vocabulary through a practical, memory-based approach. Users love the book for its “convenience and breadth of application,” its focus on word parts, its non-condescending tone, and its emphasis on academic terms. The text begins by presenting the basics such as common prefixes, suffixes, and roots. The lessons in Section 1 alternate between those that introduce ten word parts (along with two sentences featuring words based on each part) and those that present ten challenging words (which appear on college aptitude tests) containing those word parts. Exercises following word-parts lessons include multiple-choice, matching, cloze sentences, and definitions, while exercises for challenging words lessons ask students to write their own definitions and work through multiple-choice exercises, cloze sentences, and analogies. The lessons in Section 2 introduce terms from a variety of academic disciplines to help students succeed across the curriculum. The Seventh Edition has been streamlined to better illustrate the connection between words and academic fields.

KEY FEATURES

• Cloze passages at the end of all Section 1 lessons help students assess their comprehension and progress
• Helpful student resources include features on connotations/denotations, words easily confused, and etymologies.

VOCABULARY—ADDITIONAL TITLE AVAILABLE

The Least You Should Know about Vocabulary Building: Word Roots, 6th Edition

Teresa Ferster Glazer, Late | Western Illinois University
Carol Friend | Mercer Community College
Laura Knight | Mercer Community College
192 pages | Paperbound | 1-color | ©2008
ISBN: 978-1-413-02958-1

By drawing on words that students already understand, The Least You Should Know about Vocabulary Building: Word Roots teaches vocabulary with minimal time and effort. This text avoids rote memorization techniques and instead highlights the meaningful units within words. This enables students to expand their vocabularies quickly and learn a reliable system for recognizing and retaining vocabulary. In addition, its intuitive design and alphabetical organization make it easy for students to use this edition as a reference tool as well as a textbook. As always, this newest edition remains brief, affordable, and concise.
Critical Thinking

DEVELOPMENTAL READING AND CRITICAL THINKING

CRITICAL THINKING—AVAILABLE NOW!

Thinking for Yourself, 8th Edition
Marlys Mayfield | College of Alameda
416 pages | Paperback | 6 1/8 x 9 1/4 | 2-color | ©2010

Mayfield’s Thinking for Yourself offers a unique integration of composition, reading, and critical thinking. It teaches thinking and writing from the “inside out,” and focuses on the student’s thinking, perceiving, and awareness skills versus an “outside in” focus on rules and imitation. Thinking for Yourself is a book that students like to read; its hallmark features include interesting (and provocative) readings, cartoons, and a lively explanation of critical-thinking concepts and principles.

NEW TO THIS EDITION
• There are 18 new readings in the 8th edition—more than in any previous edition—with a total of 28 readings. All readings have been chosen not only for their high interest value but for their brevity and simplicity in illustrating each chapter’s thinking concept.
• Featured authors include: John Bul dau, Paul Krapfl, Ernesto Quiñones, Robert W. Fuller, David Anderegg, Malcolm X, Melody Peterson, Eric Schlosser, Tim O’Brien, Richard P. Feynman, Edward deBono, Barbara Ehrenreich, William Eickeberger, Al Gore, Bill Swanson, Margaret Chou, Jahan Amin, Derrick Jensen, David Bacon, Sue Hubbell, Thomas Jefferson, Martin Luther King, Jr.

• This new edition contains a glossary in the text as well as on the website.
• Part I, “Basics of Critical Thinking,” contains new photographs for descriptive and analytical writing exercises as well as many new cartoons and new student writing examples.
• Internet writing exercises have been placed in the Instructors’ Manual for optional use.

KEY FEATURES
• Thinking for Yourself builds students’ self-confidence by validating what they already know, providing multiple exercises and assignments for practice and application, and opening the path to lifelong self-directed thinking and writing improvement.
• Each chapter is based on a common word concept that is commonly misunderstood. Multiple exercises are offered to test the ability to understand and apply each concept to new situations. Learning is reinforced through multiple writing assignments, readings, summaries, quizzes, and tests.
• Prompted by cartoons and photographs, students begin with nonverbal problems designed to reveal their thinking perception habits, the accompanying descriptive and report writing assignments enable students to train and refine their skills of perceiving, thinking, and expressing.
• The text contains multiple tools for evaluating student progress, including end-of-chapter quizzes and scoring boxes after each writing application. The scoring boxes also facilitate peer review; clarify instructions, standards, and priorities; and keep students focused on the cognitive challenges of each assignment.
• An appendix on the research paper includes a sample student paper. A second appendix teaches media.

BRIEF TABLE OF CONTENTS

PART I: BASICS OF CRITICAL THINKING.
1. Observation Skills: What’s Out There?
2. Word Precision: How Do I Describe It?
3. Facts: What’s Real?
4. Assumptions: What’s Taken for Granted?
5. Opinions: What’s Believed?

7. Evaluations: What’s Judged?
8. Viewpoints: What’s the Filter?
9. Argument: What’s a Good Argument?
10. Fallacies: What’s a Faulty Argument?
11. Inductive Reasoning: How Do I Reason from Evidence?
12. Fallacies of Inductive Reasoning.
13. Deductive Reasoning: How Do I Reason from Premises?
DEVELOPMENTAL WRITING

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DEVELOPMENTAL WRITING

GRAMMAR—AVAILABLE NOW!

Grammar to Go: How It Works and How to Use It, 3rd Edition
Barbara Goldstein | Hillsborough Community College
Jack Waugh | Hillsborough Community College
Karen Linsky | Hillsborough Community College

Brief and basic in its coverage, Grammar to Go offers students a unique focus on sentence diagramming that helps them visualize and understand how words connect. Perfect as a primary text or as a supplement for courses with an emphasis on learning basic grammar and punctuation skills, this edition incorporates a wide range of new material to help students hone their skills—including additional traditional practice sets, more integrated assignments, increased opportunities for writing practice, and expanded discussions of each chapter’s content on the book specific website.

NEW TO THIS EDITION
• The authors have included a number of new practice sets along with additional integrated assignments. These exercises help students practice their grammar skills while learning about topics ranging from English literature to professional sports and the space program.
• This edition includes access to expanded information on the companion website, including a step-by-step guide to the more complex diagramming of verbs and clauses.
• A quick diagramming guide now appears on the inside front cover of the text for easy reference.
• Each chapter of the text now concludes with two writing exercises—“Ready to Write” exercises require students to identify specific elements in a short passage, while “Write Now” activities reinforce the lesson by giving students the opportunity to practice what they’ve learned in their own composition.

KEY FEATURES
• Unlike a handbook, this book helps students understand how language works, emphasizing understanding over memorization so that concepts and patterns become automatic as students move from simple to complex concepts.
• The authors teach students how to “see” the various parts of the sentence through the use of diagramming, enabling them to understand how words relate and connect based on their position and function on the diagram frame.
• Each chapter allows students to participate in the discovery of each rule through a process of reasoning and evaluating as they construct sentences within particular patterns.
• The authors minimize the amount of memorization students need to do at any one time, parceling information out as needed for each part of the process.
• The text’s student-friendly layout separates “quick tips,” parts of speech, and common misunderstandings into easy-to-read boxes for quick reference.

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1. Getting Started.
2. Sentence Patterns.
3. Adjectives and Adverbs.
4. Phrases.
5. Verbs and Verb Phrases.
7. Clauses.
8. Types of Sentences.

Part 2: Handbook

9. Sentence Fragments and Run-on Sentences.
10. Commas.
11. Other Punctuation and Capitalization.
12. Subject/Verb Agreement.
13. Pronoun Usage.
DEVELOPMENTAL WRITING

SENTENCES AND PARAGRAPHS—NEW FOR 2011!

Sentence-Combining Workbook, 3rd Edition
Pam Alman | San Francisco State University
Marc Carlo | San Francisco State University
Lisa Metje-Egan
Leslie Roberts

This workbook uses sentence-combining techniques to help students develop confidence in their writing at the sentence level and practice communicating their ideas in clear sentence structures. Each unit in this text focuses on a specific sentence-level technique followed by a set of sentence-combining exercises involving a narrative story or factual topic. Through this innovative story-telling approach, students practice viewing individual sentences as part of a larger context and develop their sentence expansion skills.

NEW TO THIS EDITION
• New exercise sets involving new scenarios give students the opportunity to develop their sentence expansion skills in a creative context.
• Space for more student-generated sentences was added to allow students to create their own thoughts and build essay-writing skills.

KEY FEATURES
• Sentence-joining and sentence-modifying activities teach students to produce specific, concise, fluent sentences.
• Exercises at the end of each unit use a story-telling approach to show students how individual sentences operate in a larger context.
• Review exercises are grouped around a factual topic and guide students through a sequence of sentence-combining prompts that illustrate logical relationships between sentences.

TABLE OF CONTENTS
1. The Basic Sentence
2. Sentence Focus
   Exercises: Hard Ball. Exam Stress. Who’s to Blame?
3. Joining Sentences with Coordinators
4. Joining Sentences with Subordinators
5. Joining Sentences to Show Comparison and Contrast
6. Joining to Show Concession
7. Showing Logical Relationships with Transition Words
8. Joining Parallel Structures
9. Modifying Nouns with Adjectives
10. Modifying Nouns with Prepositional Phrases
11. Modifying Nouns with Appositives
12. Modifying Nouns with Adjective Clauses
13. Modifying Sentences with Verbal Phrases
14. Final Review Exercises


19. Exemplification: Using Examples 

20. Analysis by Division: Examining the Parts 

NEW TO THIS EDITION 
- More than 40 percent of the 52 readings are new to this edition, including an abundance of third-person essays. 
- Career-related readings explore topics and themes that directly apply to the world of work. 
- "Transitional Words" boxes in Chapters 18-24 help students develop their writing in each of the major patterns. 
- Marginal glossaries for selected readings define important terms in context. 

KEY FEATURES 
- Contextualized grammar exercises help students master sentence writing essentials. 
- Comprehensive coverage of the basics teaches beginning writers how to write strong sentences, paragraphs, and short essays that are both grammatically correct and well developed. 
- Writing Process Worksheets guide students in the stages of writing. 

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PART I: CONNECTING READING WITH WRITING 

1. From Reading to Writing 


PART II: WRITING SENTENCES 

2. Parts of Speech 


3. Subjects and Verbs 


4. Kinds of Sentences 


5. Combining Sentences 


6. Correcting Fragments, Comma Splices, and Run-Ons 


7. Verbs 


8. Pronouns 


9. Adjectives and Adverbs 


10. Balancing Sentence Parts 


11. Punctuation and Capitalization 


DEVELOPMENTAL WRITING

Sentences and Paragraphs


12. Spelling and Phrasing

13. Brief Guide for ESL Students

PART III: USING THE WRITING PROCESS


15. The Writing Process: Stage Two: Writing the Controlling Idea/ Organizing and Developing Support
Writing the Controlling Idea as a Topic Sentence. Writing an Outline. Writer’s Guidelines.


17. Paragraphs and Essays

PART IV: WRITING PARAGRAPHS AND ESSAYS: INSTRUCTION, WITH INTEGRATED READING SELECTIONS


19. Exemplification: Using Examples

20. Analysis by Division: Examining the Parts


22. Cause and Effect: Determining Reasons and Outcomes

23. Comparison and Contrast: Showing Similarities and Differences

24. Argument: Writing to Persuade
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1. Naming the Parts

2. Understanding Sentence Patterns
   Clauses. Simple, Compound, Complex, and Compound-Complex Sentences. Fragments, Fused Sentences, and Comma Splices. Sentence Practice:  Combining Main and Subordinate Clauses. Paragraph Practice:  Describing a Place. Practice Test.

3. Improving Sentence Patterns

4. Line Up the Parts of a Sentence

5. Using Punctuation and Capitalization

6. Choosing the Right Words and Spelling Them Correctly

William Salomone | Palomar College
Stephen McDonald | Palomar College
©2009 | 552 pages | Paperback | 8 1/2 x 11 | 2-color | ISBN: 978-1-428-2143-6

Effectively integrating grammar instruction with writing practice, Inside Writing: A Writer’s Workbook with Readings, Form B combines a thorough introduction to essential writing concepts with abundant examples and exercises to help students become more effective writers. Inside Writing uses a clear and consistent structure to break down complex material into manageable segments and to facilitate student learning. In every chapter, dedicated sections cover the major principles of basic grammar, sentence construction, and paragraph writing. Newly updated and expanded, the Sixth Edition of this trusted test provides more extensive practice, new allusions, exercises, and examples.
**SENTENCES AND PARAGRAPHS—AVAILABLE NOW!**

The Write Start: Sentences to Paragraphs with Professional and Student Readings, 4th Edition

Gayle Feng-Checkett | St. Charles Community College
Lawrence Checkett | St. Charles Community College

With its flexible and effective organization, varied and focused practices, and interesting writing assignments, The Write Start: Sentences to Paragraphs with Professional and Student Readings combines writing and grammar instruction to help students build the core skills necessary for becoming effective writers. English as a Second Language pedagogy, from which all developing writers can benefit, informs the entire text. This new edition has been reorganized to better reflect the way that instructors teach the material; combining chapters was a logical and sensible strategy and will enhance the text’s navigability.

Exercises on sentence fragments and sentence combining have been added, as have new timely and thought-provoking professional and student readings, self-assessment questionnaires, and end-of-chapter “Writing Opportunities” that encourage students to see themselves as experts who will use writing in their careers.

**NEW TO THIS EDITION**
- At the suggestion of many instructors, the chapters have been reorganized and combined to better reflect how most instructors are teaching the material. The chapters are still modular and easily adapted to any syllabus. Chapters 1 and 2 have been combined, Chapters 7 and 8 have been combined, and Chapters 10, 11, and 12 have been combined.
- More exercises on sentence combining have been included in Chapters 3 and 5.
- Additional exercises for sentence combining and sentence fragments have been included in The Writer’s Resources section as well.
- To help developing writing students retain what they have read and practiced, interactive “Self-Assessment Questionnaires” appear at the end of each chapter.
- To facilitate instruction and to generate student interest, several professional and student readings have been replaced with more current and high-interest selections.
- Examples of both professional and student essays appear in each mode of development section.

**KEY FEATURES**
- Flexible and effective chapter organization, varied and focused practices, and interesting writing assignments provide instructors with a comprehensive teaching resource.
- Combined writing and grammar instruction helps students build the core skills necessary for becoming effective writers.
- English as a Second Language pedagogy, used throughout the text, benefits all developing writers.

**TABLE OF CONTENTS**

1. The Important Elements of Good Writing

2. Writing Effective Sentences
- The Simple Sentence and the Independent Clause
- Correcting Sentence Fragments. Chapter Self-Assessment Test.

3. Linking Independent Clauses Using the Comma and Coordinators

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560 pages | Paperbound
8 1/2 x 11 | 4-color | ©2010
ISBN: 978-0-547-20131-3

VISIT US ONLINE www.cengage.com/devenglish/2011catalog 41
4. Combining Independent Clauses Using the Semicolon Chapter Self-Assessment Test.
5. Combining Independent Clauses Using the Adverbial Conjunction Chapter Self-Assessment Test.
7. The Dependent Clause Independent versus Dependent Clauses. Punctuating Dependent Clauses. Chapter Self-Assessment Test.

PART 3: WRITING EFFECTIVE ESSAYS

DEVELOPMENTAL WRITING Sentences and Paragraphs

WADSWORTH, A PART OF CENGAGE LEARNING
Get Writing: Sentences and Paragraphs, 2nd Edition
Mark Connolly | Milwaukee Area Technical College

Get Writing: Sentences and Paragraphs is a flexible textbook that meets the needs of a variety of developmental writers including recent high school graduates, reentrants, and those for whom English is a second language. Get Writing gives students the opportunity to acquire skills and develop confidence through their own writing. It motivates and shows relevance by having students write for various purposes and write about their own goals, families, jobs, college-life, personal interests, and the world around them. Throughout the book students have the opportunity to express themselves on a range of issues and then to examine and improve their words, sentences, and paragraphs. Above all, Get Writing asks students to think critically and sharpen their editing skills by asking them two basic questions: “What are you trying to say?” and “What have you written?”

NEW TO THIS EDITION
• “Writing at Work” documents and professional essays are used to illustrate how writers use patterns of development in the workplace
• “Chapter Goals” – open each chapter to give students a quick overview of what they will be learning.
• “Top Twenty” icons alert students to the most common writing problems. These problems were identified by a national survey of developmental writing instructors.
• An increased number of exercises were built upon student papers and real-world documents to make the connection between writing and everyday life.

KEY FEATURES
• Two basic questions guide learning: “What are you trying to say?” and “What have you written?” are used throughout the text to encourage students to think critically and sharpen their editing skills.
• Visual writing prompts: Images that depict jobs, family, school life, popular culture, and social issues are used to encourage students to analyze and question what they see. Photos are shown in pairs to encourage students to examine similar or contrasting concepts.
• Critical thinking assignments: Students are motivated by exercises that invite them to write about relevant everyday experiences and to express their opinions on issues ranging from national security to their favorite television show.
• Writing and editing exercises: Students develop their own sentences and paragraphs and then look for ways to correct and improve their writing. Exercises cover diverse topics, including popular culture, recent events, academic concerns, and professional issues to meet a range of student interests. Sequenced exercises give students the opportunity to identify and repair individual sentences and then errors in context. Progressive exercises combine errors from previous chapters to provide students a chance to master their editing skills.
• Brief handbook section: A special section summarizes grammar and mechanics for easy reference, eliminating the need for a separate handbook.

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1. Why Write?
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4. Supporting Topic Sentences with Details
5. Developing Paragraphs Using Description

6. Developing Paragraphs Using Narration

7. Developing Paragraphs Using Example

8. Developing Paragraphs Using Comparison and Contrast

9. Developing Paragraphs Using Cause and Effect

10. Toward the Essay

11. Recognizing the Power of Words

13. Writing Sentences

14. Avoiding Fragments
What Do You Know? What Are Fragments? Correcting Fragments.

15. Building Sentences Using Coordination and Subordination

16. Repairing Run-ons and Commas Splices

17. Correcting Dangling and Misplaced Modifiers

18. Understanding Parallelism

Part IV: UNDERSTANDING GRAMMAR

19. Subject-Verb Agreement

20. Verb Tense, Mood, and Voice

21. Pronoun Reference, Agreement, and Case

22. Adjectives and Adverbs

23. Using Prepositions

Part V: USING PUNCTUATION AND MECHANICS

24. Using Commas to Separate

25. Using Other Marks of Punctuation

26. Using Capitalization

27. Correcting Spelling Errors

HANDBOOK


ANSWERS TO ODD-NUMBERED EXERCISES
Sentences and Paragraphs

**DEVELOPMENTAL WRITING**

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**At a Glance: Sentences, 4th Edition**
Lee Brandon | Mt. San Antonio College
©2009 | 248 pages | Paperbound
ISBN: 978-0-618-95779-8

The Fourth Edition of At a Glance: Sentences focuses on essential grammar and sentence mechanics. This text features instruction in the writing process, writing patterns, increased emphasis on critical thinking, eighty-four new writing topics, and new exercises.

**NEW TO THIS EDITION**
- Coverage includes instruction in writing patterns of descriptive narration, exemplification, analysis by division, process analysis, cause and effect, comparison and contrast, definition, and argument.
- This edition offers an increased emphasis on critical thinking.
- Added reading selections include new student writing, and two short stories by Edgar Allan Poe.
- New content includes 30 percent revised sentence-writing exercises and 84 new topics for writing paragraphs and short essays.

**KEY FEATURES**
- The text progresses from in-depth coverage of the writing process to instruction on common writing patterns.
- Reading-Related, General, Cross-Curricular, and Career-Related writing topics appeal to a diverse range of students and provide opportunity for practicing new skills.
- Writing Process Workshops provide guidance for students and save time and effort for instructors.
- The streamlined Self-Evaluation Chart helps students track their needs and goals and promotes self-reliance.

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**BRIEF TABLE OF CONTENTS**
1. The Writing Process: Paragraphs and Essays
2. Combined and Specific Patterns of Writing and Writing Topics
3. Parts of Speech
4. Subjects and Verbs
5. Kinds of Sentences
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8. Balancing Sentence Parts
9. Verbs
10. Pronouns
11. Adjectives and Adverbs
12. Punctuation and Capitalization
13. Spelling and Commonly Confused Words

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**SENTENCES AND PARAGRAPHS—ADDITIONAL TITLES**

**Grassroots with Readings: The Writer’s Workbook, 9th Edition**
Susan Fawcett
©2008 | 496 pages | Paperbound
ISBN: 978-0-618-95521-3

Motivating students with high-interest content and guiding them with a clear, functional approach, Susan Fawcett’s Grassroots inspires students to succeed. With its excellent writing instruction, well-crafted exercises, and engaging writing activities, Grassroots teaches students how to write correct sentences and effective paragraphs. Fawcett introduces each topic with a boxed example and follows it up with clear, easy to read explanations. After the boxed example, Grassroots engages students with bulleted points and questions before defining the rule. Then, Grassroots inspires students and reinforces concepts with a wealth of interesting examples and practice.

**KEY FEATURES**
- The Ninth Edition features five new readings plus those selections that rated most highly from the previous edition. An annotated selection by Diane Sawyer on “dreaming big” opens the reader; other selections include Leonard Pitas on our obsession with thinness, Ellen Goodman on cell phones, Richard Rodriguez on Americans’ accumulation of “stuff,” and Michaela Angela Davis on quitting hip-hop.
- Five pages of additional coverage of controlling idea and new topic sentence practices provide instructors with better tools to help their students write more effectively.
- The expanded photo program features high-quality, carefully selected images directly relevant to content. Captions with open-ended questions or thought-provoking writing or discussion prompts develop critical thinking and viewing skills and increase student comprehension.
- More “real-world” writing assignments focus on the writing opportunities and challenges students face in the 21st century. Students see a connection between their writing assignments and the real world as they are motivated to do their best work.
This page contains a table with information about different books and editions. The table is too wide to display properly here, but it includes details such as the title, author, edition, pages, and ISBN number. The text mentions books on writing and reading, with a focus on sentence and paragraph construction, and includes references to college and community college resources.

Lee Brandon | Mt. San Antonio College
Kelly Brandon | Santa Ana College

Paragraphs and Essays is the higher-level companion to Sentences, Paragraphs, and Beyond in the popular two-book Brandon series. Written in an informal, engaging tone, this easy-to-use text takes students through all the stages of the writing process as they transition from simple to complex writing assignments. Sample student paragraphs and essays with stages exemplify the patterns of writing, while clear reading instruction offers students the opportunity to analyze readings and to practice the reading-based writing required in academic environments. Students master common writing patterns while learning to use textbooks as a springboard for their own writing in the form of summary, reaction, or response. Seventy-one high-interest, distinctive readings are integrated throughout the Eleventh Edition for analysis and as models of good writing. Clear, explicit writing prompts support each reading and focus on reading-based, cross-curricular, career-related, and general topics. In addition, the photo/art program promotes critical thinking, lively discussion, and analytical writing. The text is flexible in its format, allowing instructors to begin at any stage of instruction and to emphasize the paragraph or the essay, or to mix assignments.

NEW TO THIS EDITION
• More than 40 percent of the seventy-one readings are new to this edition, including an abundance of third-person essays.
• Career-related readings explore topics and themes that directly apply to the world of work.
• “Transitional Words” boxes in Chapters 7-13 help students to develop their writing in each of the major patterns.
• Marginal glossaries for selected readings define important terms in context.

KEY FEATURES
• The text features a progression from in-depth coverage of the writing process to instruction on common writing patterns.
• Chapters 7-15 offer sample student paragraphs and essays with stages to guide students through the patterns of development.
• The text includes a full handbook of grammar, mechanics, and punctuation, as well as a brief guide for ESL students—all of which enhance students’ understanding of basic writing.

TABLE OF CONTENTS
PART I: LINKING READING AND WRITING
1. Reading for Writing
   Text-Based and Reading-Related Writing: Types of Writing. Kinds of Support for Text-Based Writing. Basic Documentation in Text-Based Writing. Documentation in Action: Student Documented Paragraph.

PART II: THE WRITING PROCESS
2. The Writing Process: Stage One: Exploring/Experimenting/Gathering Information
3. The Writing Process: Stage Two: Writing the Controlling Idea/Organizing and Developing Support
4. The Writing Process: Stage Three: Writing/Revising/Editing
5. Writing the Paragraph
6. Writing the Essay

PART III: WRITING PARAGRAPHS AND ESSAYS: INSTRUCTION, WITH INTEGRATED READING SELECTIONS
7. Descriptive Narration: Moving Through Space and Time
   Writing Descriptive Narration. Descriptive Patterns: Practicing

554 pages | Paperback 8 3/16 x 11 | 4-color | ©2011
ISBN: 978-0-495-80180-1

DEVELOPMENTAL WRITING

Paragraphs and Essays


8. Exemplification: Writing with Examples

9. Analysis by Division: Examining the Parts


11. Cause and Effect: Determining Reasons and Outcomes

12. Classification: Establishing Groups

13. Comparison and Contrast: Showing Similarities and Differences

14. Definition: Clarifying Terms

15. Argument: Writing to Persuade

PART IV: USING SOURCES

16. Writing the Research Paper

PART V: HANDBOOK

17. Writing Effective Sentences
TABLE OF CONTENTS

UNIT 1: GETTING STARTED
1. Exploring the Writing Process
   The Writing Process: Subject, Audience, and Purpose.
2. Prewriting to Generate Ideas
   Freewriting, Brainstorming, Clustering, Asking Questions. Keeping a Journal. Unit 1 Writers’ Workshop. Using One or Two of Your Five Senses: Describe a Place.
3. The Process of Writing Paragraphs
4. Achieving Coherence
   Coherence Through Order. Coherence Through Related Sentences. Unit 2 Writers’ Workshop: Discuss the Pressures of Living in Two Worlds.
UNIT 3: DEVELOPING THE PARAGRAPHS
5. Illustration
6. Narration
7. Description
8. Process
9. Definition
10. Comparison and Contrast
11. Classification
12. Cause and Effect

KEY FEATURES
- Susan Fawcett’s tested MAP format (Model-Analysis-Practice) first provides an example of the concept presented, then discusses the concept, and immediately provides an opportunity for hands-on practice.
- Superior ESL coverage includes integrated practice opportunities for grammar and spelling, an ESL Appendix that focuses on particular ESL stumbling blocks, ESL Tip annotations in the AIE, and a separate Guide to Teaching Evergreen with ESL Students.
DEVELOPMENTAL WRITING

UNIT 1: SIMPLE SENTENCE

UNIT 2: THE ESSAY

UNIT 3: WRITING THE ESSAY

UNIT 4: THE ESSAY

UNIT 5: IMPROVING YOUR WRITING

UNIT 6: READING THE BASICS

UNIT 7: READING SELECTIONS

UNIT 8: READING SELECTIONS

UNIT 9: SPELLING

UNIT 10: SPELLING

UNIT 11: SPELLING

UNIT 12: SPELLING

UNIT 13: PERSUASION

UNIT 14: THE PROCESS OF WRITING AN ESSAY

UNIT 15: THE INTRODUCTION, THE CONCLUSION, AND THE TITLE

UNIT 16: TYPES OF ESSAYS

UNIT 17: TYPES OF ESSAYS

UNIT 18: SUMMARIZING, QUOTING, AND AVOIDING PLAGIARISM

UNIT 19: STRENGTHENING YOUR SPELLING

UNIT 20: SPELLING

UNIT 21: SPELLING

UNIT 22: SPELLING

UNIT 23: SPELLING

UNIT 24: SPELLING

UNIT 25: SPELLING

UNIT 26: SPELLING

UNIT 27: SPELLING

UNIT 28: PRESENT TENSE (AGREEMENT)

UNIT 29: PAST TENSE

UNIT 30: THE PAST PARTICIPLE

UNIT 31: THE PAST PARTICIPLE

UNIT 32: PRONOUNS

UNIT 33: PRONOUNS

UNIT 34: ADVERBS

UNIT 35: ADJECTIVES AND ADVERBS

UNIT 36: THE COMMAS

UNIT 37: THE COMMAS

UNIT 38: THE COMMAS

UNIT 39: THE COMMAS

UNIT 40: THE COMMAS

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UNIT 141: THE COMMAS

UNIT 142: THE COMMA
Paragraphs and Essays

DEVELOPMENTAL WRITING

The Write Start: Paragraphs to Essays with Professional and Student Readings, 4th Edition
Gayle Feng-Checkett | St. Charles Community College
Lawrence Checkett | St. Charles Community College

The Write Start: Paragraphs to Essays introduces the developing writer to the basic elements necessary for writing effective essays in the academic environment. The Fourth Edition focuses first on writing paragraphs that express thoughts about a topic, then on expanding the topic to the longer essay format. These skills will help students communicate more effectively and prepare them for the rigors of their first college-level composition course.

Extended material for teachers who have ESL students alongside native speakers in the developmental classroom includes highlighted material in the instructional chapters as well as extensive grammar practice in the “Writer’s Resources” section.

NEW TO THIS EDITION
• Test new readings have been added to the “Additional Readings” section.
• Readings are now ranked according to the Flesch-Kincaid Grade Reading Levels to address the challenge instructors and departments face in their classrooms with the variance in students’ reading abilities.
• Additional material has been added for teachers who have ESL students alongside native speakers in the developmental classroom. This includes highlighted material in the instructional chapters and an extensive “Writer’s Resources” section, which contains extensive grammar practice targeted toward non-native speakers needing supplemental instruction.
• In the “Writer’s Resources” section, new “Read All About It!” exercises have been added to reflect this edition’s new essays.

KEY FEATURES
• End-of-chapter writing assignments reinforce learning and help students apply what they have read.
• “Reading Comprehension Questions” in every chapter help students think about writing by understanding what they have read.
• “Three-Item Essay Map” presents a five-paragraph essay structure with three body paragraphs to help students understand, incorporate, and master the writing process.

TABLE OF CONTENTS
Chapter 1: To the Student
How This Book Can Help You Reach Your Goals. Writing Can Be Learned.
Chapter 2: Critical Thinking - The Connection Between Reading and Writing
Questions for Thinking Critically. Applying the Critical Thinking Questions
PART 1: GETTING STARTED: THE FUNDAMENTALS
Chapter 3: The Writing Process
Chapter 4: The Introductory Paragraph
Chapter 5: The Body Paragraphs
Chapter 6: The Concluding Paragraph
PART 2: MOVING FORWARD: STRATEGIES FOR DEVELOPING ESSAYS
Chapter 7: The Descriptive Essay
Chapter 8: The Narrative Essay

DEVELOPMENTAL WRITING

Chapter 9: The Example Essay

Chapter 10: The Classification Essay

Chapter 11: The Process Essay

Chapter 12: The Comparison or Contrast Essay

Chapter 13: The Definition Essay
Identifying Your Purpose. Writing an Extended Definition Paragraph. Moving from Paragraph to Essay. Sample Definition Student Essay: The Patchwork Quilt, Kathy Young. Sample Definition Professional Essay: I was a Member of the King 44 Crew, Henry XII Law. More Topics for a Definition Essay. Writing Checklist for a Definition Essay. Chapter Review.

Chapter 14: The Cause or Effect Essay

Chapter 15: The Persuasive Essay

PART 3: SPECIAL WRITING SITUATIONS
The Research Paper. Timed In-Class Writing.

Chapter 16: The Research Paper

Chapter 17: The Essay Exam

PART 4: THE WRITER’S RESOURCES
Sentence Elements.

Chapter 18: Nouns and Pronouns

Chapter 19: Verbs and Verbal

Chapter 20: Adjectives and Adverbs

Chapter 21: Clausues
Independent and Dependent Clauses. Restrictive and Nonrestrictive Clauses. Combining Clauses.

Chapter 22: Phrases

Chapter 23: Prepositions and Preposition Combinations
Prepositions. Preposition Combinations.

Chapter 24: Articles and Interjections
Articles. Interjections.

Chapter 25: Correcting Common Errors

Chapter 26: Sentence Combining Practice
Chapter 27: Punctuation and Other Rules of Style

PART 4: THE WRITER’S RESOURCES
Capitalization: Numbers. Words and Meaning.

Chapter 28: Capitalization and Numbers
Capitalization: Numbers. Words and Meaning.

Chapter 29: Commonly Misused Words

Chapter 30: Words That Sound Alike

Chapter 31: Contractions That Sound Like Other Words

Chapter 32: Words That Sound or Look Almost Alike

Chapter 33: Confusing Verbs That Sound Alike

Chapter 34: Two- and Three-Word Verb Phrases

Chapter 35: Editing Practice for Appropriate Word Choice
Additional Readings

WADSWORTH, A PART OF CENGAGE LEARNING
Paragraphs and Essays

DEVELOPMENTAL WRITING

The Writer’s Workplace with Readings: Building College Writing Skills, 7th Edition
and
The Writer’s Workplace: Building College Writing Skills, 9th Edition

Sandra Scary | Formerly with the Office of Academic Affairs, City University of New York
John Scary | Hostos Community College, City University of New York

For more than 20 years, The Writer’s Workplace has helped more than half a million two- and four-year students work their way toward rewarding careers in a variety of fields. Presented in a clear and visually appealing fashion, this text breaks down the difficult writing concepts into easy-to-read, step-by-step explanations. All elements of writing, from grammar through the writing process, are covered in this approachable style, making it the most comprehensive yet most engaging text available for the beginning writing student. Writing examples and exercises new to the Seventh Edition cover topics of high interest and relevance to today’s students.

The result of many years of classroom teaching and research, this comprehensive and time-tested resource reflects the authors’ understanding that students are unique individuals with diverse backgrounds and interests that must be accounted for as they engage in the writing process.

NEW TO THIS EDITION
• A wealth of new practices and exercises provide fresh content for this edition, most notably the inclusion of current topics such as student credit card debt, serious head injuries among young people playing sports, childhood obesity, global warming, and the need for more fuel-efficient cars.
• Many new model paragraphs include fine writing from such well-known names as E. B. White, Colin Powell, and Deborah Tannen. The six new readings in the “Further Readings” section include Lee Herrick’s essay, “What Is This Thing Called Family?” as well as Molly heirs’ lively essay, “Get a Knife, Get a Dog, but Get Rid of Guns.”
• A new rhetorical table of contents enables instructors and students alike to locate particular paragraphs and essays with ease.
• Chapter 32 has been revised to contain additional and shorter model arguments on topics that are easier for students to analyze: the use of cell phones while driving, laptops in the classroom, and the legal drinking age.
• Chapter 33 has been updated to incorporate the newest MLA Guidelines for documenting sources. In addition, more emphasis has been placed on the issues of plagiarism and how to avoid plagiarism by summarizing, paraphrasing, and using quotations correctly.

KEY FEATURES
• All grammar concepts are presented with careful explanation and numerous illustrative examples, easing students into the material in a respectful and reassuring manner.
• Extensive practice and exercise sets follow each concept so that students can practice mastering the material that was presented before moving on to the next topic. Each concept builds on what has been mastered in the previous section.
• Mastery Tests at the end of each of the grammar and mechanics chapters reinforce all of the concepts taught in the chapter, while the editing tests offer a cumulative review of what was learned in previous chapters as well.

See Table Of Contents On Next Page
### TABLE OF CONTENTS

Both books follow the same Table of Contents through Chapter 33; Part VI appears in *The Writer’s Workplace with Readings*, 7th Edition only.

#### PART I: AN INVITATION TO WRITING
1. Gathering Ideas for Writing
2. Recognizing the Elements of Good Writing

#### PART II: CREATING EFFECTIVE SENTENCES
3. Finding Subjects and Verbs in Simple Sentences
4. Making Subjects and Verbs Agree
5. Understanding Fragments and Phrases
6. Combining Sentences Using Three Options for Coordination
7. Combining Sentences Using Subordination
8. Correcting Fragments and Run-Ons
9. Choosing Correct Pronouns
10. Working with Adjectives, Adverbs, and Parallel Structure
11. Practicing Irregular Verbs
12. Mastering Verb Tenses
13. Using Correct Capitalization and Punctuation

#### PART III: UNDERSTANDING THE POWER OF WORDS
14. Choosing Words That Work
15. Paying Attention to Look-Alikes and Sound-Alikes

#### PART IV: CREATING EFFECTIVE PARAGRAPHS
16. Working with Paragraphs: Topic Sentences and Controlling Ideas
17. Working with Paragraphs: Supporting Details
18. Developing Paragraphs: Illustration
19. Developing Paragraphs: Narration
20. Developing Paragraphs: Description
21. Developing Paragraphs: Process Analysis
22. Developing Paragraphs: Comparison/Contrast
23. Developing Paragraphs: Cause and Effect
24. Developing Paragraphs: Definition and Analysis
25. Developing Paragraphs: Classification

#### PART V: STRUCTURING THE COLLEGE ESSAY
26. Moving from the Paragraph to the Essay
27. Following the Progress of a Student Essay
28. Writing an Essay Using Examples, Illustrations, or Anecdotes
29. Writing an Essay Using Narration
30. Writing an Essay Using Process Analysis
31. Writing an Essay Using Comparison/Contrast
32. Writing an Essay Using Persuasion
33. Other College Writing: The Research Paper and the Essay Exam

(Appears in *The Writer’s Workplace with Readings*, 7th Edition only)

#### PART VI: FURTHER READINGS FOR THE COLLEGE WRITER


#### APPENDICES

| 54 | WADSWORTH, A PART OF CENGAGE LEARNING |
Get Writing: Paragraphs and Essays, 2nd Edition
Mark Connelly | Milwaukee Area Technical College

Get Writing: Paragraphs and Essays is a flexible textbook that meets the needs of a variety of developmental writers including recent high school graduates, working adults, and those for whom English is a second language. Get Writing gives students the opportunity to acquire skills and develop confidence through their own writing. It encourages students to write about their own goals, families, jobs, college-life, personal interests, and the world around them. Throughout the book students have the opportunity to express themselves on a range of issues, then examine and improve their words, sentences, and paragraphs. Above all, Get Writing asks students to think critically and sharpen their editing skills by asking them two basic questions: “What are you trying to say?” and “What have you written?”

NEW TO THIS EDITION
• “Writing at Work” documents and professional essays are used to illustrate how writers use patterns of development in the workplace.
• “Chapter Goals” open each chapter to give students a quick overview of what they will be learning.
• “Top Twenty” icons alert students to the most common writing problems, which were identified by a national survey of developmental writing instructors.
• An increased number of exercises was built upon student papers and real-world documents to make the connection between writing and everyday life.

KEY FEATURES
• Two questions guide learning: “What are you trying to say?” and “What have you written?” are used throughout the text to encourage students to think critically and sharpen their editing skills.
• Visual writing prompts: Images that depict jobs, family, school life, popular culture, and social issues are used to encourage students to analyze and question what they see. Photos are shown in pairs to encourage students to examine similar or contrasting concepts.
• Critical-thinking assignments: Students are motivated by exercises that invite them to write about relevant everyday experiences and to express their opinions on issues ranging from national security to their favorite television show.
• Writing and editing exercises: Students develop their own paragraphs and essays and then look for ways to correct and improve their writing. Exercises cover diverse topics, including popular culture, recent events, academic concerns, and professional issues to meet a range of student interests. Sequenced exercises give students the opportunity to identify and repair individual sentences and then errors in context. Progressive exercises combine errors from previous chapters to help students master their editing skills.
• Brief handbook section: A special section summarizes grammar and mechanics for easy reference, eliminating the need for a separate handbook.

TABLE OF CONTENTS
Note: Most chapters include: Responding to Images, What Do You Know?, What Are You Trying to Say?, What Have You Written?, Selecting Topics, Working Together, Critical Thinking, What Have You Learned?, Writing on the Web, and Points to Remember.

Part I: GETTING STARTED

1. Why Write?

2. The Writing Process.
# DEVELOPMENTAL WRITING

## Part II: DEVELOPING PARAGRAPHS.

### 3. Developing Topic Sentences and Controlling Ideas.

### 4. Supporting Topic Sentences with Details.

### 5. Developing Paragraphs Using Description.


### 7. Developing Paragraphs Using Example.

### 8. Developing Paragraphs Using Definition.


### 10. Developing Paragraphs Using Division and Classification.


### 12. Developing Paragraphs Using Cause and Effect.


### Part III: WRITING ESSAYS.


### 15. Developing Essays.

### 16. Revising Essays.

### Part IV: IMPROVING ESSAYS.

### 17. Improving Style and Consistency.

### 18. Improving Sentence Variety.

### 19. Improving Word Choice.

### Part V: SPECIAL WRITING ASSIGNMENTS.

### 20. Using Sources and MLA Documentation.

21. Writing at Work.

Part VII: UNDERSTANDING GRAMMAR.

22. Understanding the Sentence.

23. Avoiding Fragments.

24. Building Sentences Using Coordination and Subordination.

25. Repairing Run-ons and Comma Splices.


27. Understanding Parallelism.

28. Subject-Verb Agreement.


31. Adjectives and Adverbs.

Part VIII: UNDERSTANDING PUNCTUATION AND MECHANICS

32. Commas and Semicolons.

33. Other Marks of Punctuation.

34. Capitalization.

35. Spelling Errors.

Part VIII: READINGS FOR WRITERS.


HANDBOOK. ODD-NUMBERED ANSWERS.
This text features new readings, optional text-based writing instruction, a chapter on writing the short essay, a brief handbook, and an emphasis on critical thinking.

NEW TO THIS EDITION
• Updates include optional text-based writing instruction, instruction in basic reading, including underlining and annotation; writing summaries, reactions, and two-part responses; and an increased emphasis on critical thinking.
• Fourteen readings new to this edition include more third-person paragraphs.
• Instruction on plagiarism and documentation has been added.
• A reproducible “Writing Process Worksheet” is accessible on the student website.

KEY FEATURES
• The text progresses from in-depth coverage of the writing process to instruction on common writing patterns.
• Reading-Related, General, Cross-Curricular, and Career-Related writing topics appeal to a diverse range of students and provide opportunity for practicing new skills.
• “Writing Process Worksheets” provide guidance for students and save time and effort for instructors.
• The streamlined “Self-Evaluation Chart” helps students track their needs and goals and promotes self-reliance.

At a Glance: Paragraphs, 4th Edition
Lee Brandon | Mt. San Antonio College
240 pages | Paperbound | ©2009
ISBN: 978-0-618-95773-0
The Fourth Edition of At a Glance: Paragraphs guides students through the process of prowriting, paragraph structure, and developing a paragraph in specific and combined rhetorical modes. This text features new readings, optional text-based writing instruction, a chapter on writing the short essay, a brief handbook, and an emphasis on critical thinking.

PARAGRAPHS AND ESSAYS—ADDITIONAL TITLES AVAILABLE

Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills, 6th Edition
Joy Wingersky | Glendale Community College, Arizona
Janice K. Boerner, Emerita | Glendale Community College, Arizona
Diana Holguin-Balogh, Emerita | Front Range Community College
544 pages | Spiral Bound | 8 ½ x 11 | 2-color | ©2009
Help students master paragraph and essay development with Writing Paragraphs and Essays. Successfully class-tested by thousands of students, the text presents the steps needed to create effective introductions, support paragraphs, and strong conclusions. Engage your students in various elements of the writing process with explanations, new visual prompts, and real-life models and applications that build their confidence and get them writing immediately.

NEW TO THIS EDITION
• Help students connect with the real world with student writing samples and job-related writing assignments.
• Engage students in writing projects with new visual writing prompts that get them writing about what they see.
• Encourage well-researched writing with 90 percent new Internet activities to strengthen students’ web researching skills.
• Easily cross-reference text material with a newly added alternate table of contents that includes a list of readings organized by patterns of development and a list of Internet activities by unit.
• Refresh topic exploration with 30 percent new exercises and examples.

KEY FEATURES
• Streamline course test requirements with a single book that provides writing, reading, and grammar concepts instead of a combination of tests.
• Offer integrated instruction with a logical progression of concepts that starts with key fundamentals and moves on to more sophisticated writing topics.
• Build students’ confidence as they learn step-by-step how individual elements fit together to create cohesive writing.
• Go beyond the basics with grammar and mechanics exercises aimed at improving students’ thinking and writing skills.
• Prepare students for proficiency testing with lessons on basic grammar, punctuation, and capitalization and for writing in the world of work with job- and business-related exercises.
At a Glance: Essays, 4th Edition
Lee Brandon | Mt. San Antonio College
288 pages | Paperback | ©2009
ISBN: 978-0-618-95775-0

The Fourth Edition of At a Glance: Essays guides students through the process of previwing and writing essays in specific and combined rhetorical modes. This text features new readings, optional text-based writing instruction, a research paper unit, a brief handbook, and an emphasis on critical thinking.

* To Read More about At a Glance: Essays please turn to page 65.

The Dolphin Writer Book 2: Composing Paragraphs and Crafting Essays, 1st Edition

592 pages | Paperback | 4-color | ©2008
ISBN: 978-0-618-37911-8

The Dolphin Writer is a three-volume series focusing on writing—from sentences to paragraphs to essays—in an easy-to-understand format and at an affordable price. Each volume of the The Dolphin Writer presents students with comprehensive yet approachable coverage of the writing process, from previwing through peer evaluation, revision, and preparation of the final paper, and each also includes a section of numerous level-appropriate readings. A focus on student success in all areas of reading, writing, and studying helps students organize, manage, and implement techniques, including how to use a computer to assist in the writing process. Book Two includes complete coverage of paragraph-to-essay skills.

The Writer’s Response: A Reading-Based Approach to Writing, 4th Edition
Stephen McDonald | Palomar College
William Salomone | Palomar College
488 pages | Paperback | 2-color | ©2008
ISBN: 978-1-413-02930-7

The Writer’s Response teaches students not only the basics of paragraph and essay writing—unity, coherence, and support—but also the basics of academic writing, making it a complete source for students preparing for higher-level work. Through a variety of exercises and extensive readings, the text teaches students to read carefully and summarize accurately, to recognize and respond to specific points in the material they have read, to synthesize ideas from several reading selections, and to evaluate and argue about the ideas they have found in their reading material. Although the authors’ focus is on writing about reading, they also encourage students to use their personal experiences to develop and support their ideas. This combination results in a text that not only imparts the fundamentals of college-level writing, but also helps each student find his or her own voice—and discover that they do, indeed, have something to say.

Lee Brandon | Mt. San Antonio College
496 pages | Paperback | 1-color | ©2004
ISBN: 978-0-618-26813-3

Designed specifically for community colleges and business programs, Writing Connections helps students of varying backgrounds, ages, and majors recognize how strong writing skills can allow them to achieve both their academic and professional goals. Students practice finding common denominators and patterns across all key forms of writing, and learn to apply what they learn to personal, cross-curricular, and workplace writing. Student examples illustrate all stages of the writing process and serve as good models on which students can pattern their own work.
Patterns Plus: A Short Prose Reader with Argumentation, 10th Edition
Mary Lou Conlin | Cuyahoga Community College

Arranged rhetorically, this anthology of short essays and paragraphs suits both essay-level developmental writing and freshman composition courses. Each chapter focuses on a different rhetorical mode, from narration and description to process writing. Three features make Patterns Plus: A Short Prose Reader with Argumentation a perennial best-seller: an engaging mix of nonfiction, fiction, and student essays with careful consideration of multi-cultural issues, a strong pedagogical apparatus that helps develop comprehension, analytical, and writing skills, and clear presentation of the writing process and paragraph/essay structure. The Tenth Edition includes new student readings, as well as works by well-known writers such as Anna Quindlen, Stephen King, and James Baldwin. Updated pedagogical tools offer students exactly what they need to master the content, including pre-reading, vocabulary, and post-reading questions that test comprehension and encourage critical analysis of each selection.

NEW TO THIS EDITION
- Diverse reading selections—both student and professional—enhance this book’s unique focus on reading and writing. The Tenth Edition includes four new paragraphs and eleven new essays.
- The author has added a new argumentation section that includes readings on a hot topic in today’s world: global warming.

KEY FEATURES
- The introductory chapter lays the foundation for the entire text, offering an in-depth presentation of the writing process and the structure of paragraphs and essays. Conlin also touches on two key themes that appear consistently throughout the text: the importance of revising and the process of collaborative writing.
- Two alternate tables of contents (Thematic and Writing Across the Curriculum) provide you with the flexibility to choose readings according to your own lesson plans and schedule of assignments.
- “Working Together” collaborative activities give students the opportunity to hone their writing skills in groups and to benefit from the cooperative learning process.

TABLE OF CONTENTS
2. Narration.
3. Description.
4. Examples.
5. Classification and Division.
6. Comparison and Contrast.
ESSAYS.


PARAGRAPHS.


8. Cause and Effect.

PARAGRAPHS.


9. Definition.


10. Argumentation and Persuasion.


11. Combining the Strategies.


Glossary. Credits. Index.
Bridges to Better Writing, 1st Edition

Luis Nazario | Pueblo Community College
Deborah Borchers | Pueblo Community College
William Lewis | Pueblo Community College

Bridges to Better Writing makes the writing process less daunting to students by guiding them through each step, giving them only what they need to know for a specific writing task. Throughout the text, the authors incorporate the writing process and grammar into their discussion of the methods of development so that students can connect the skills all at once. With writing samples from each method that illustrate how writing is relevant to students’ academic, personal, and future professional lives, Bridges to Better Writing motivates students to take control of their future by developing better writing skills.

KEY FEATURES
- Throughout Part I, the authors integrate information about the writing process with methods of development and grammar coverage, showing students how these subjects combine to create successful writing without overwhelming them with too much detail.
- Writing samples draw from academic, career, and everyday life to show students how writing skills can improve every facet of their adult lives.
- While reviewing the basics of style, word choice, and punctuation, the text’s in-depth grammar coverage exposes the top 10 common grammar errors that students make.
- The text begins with an excellent introduction to the writing process that discusses myths about writing and offers proofreading techniques designed to get students excited about becoming better writers.
- With Bridges to Better Writing, students have access to WriterSPACE, Cengage Learning’s online writing program. This flexible, interactive, and customizable program motivates and assesses students of English at all skill levels.

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PART I: WRITING YOUR PAPERS.
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2. Writing Your Descriptive Paragraph.
3. Writing Your Descriptive Narrative Essay.
4. Writing Your Expository Paragraph.
5. Developing Your Essay through Illustration.
7. Developing Your Essay through Cause and Effect.
8. Developing Your Essay through Comparison and Contrast.
9. Developing Your Essay through Classification and Division.
10. Developing Your Essay through Definition.
PART II: WRITING WITH SOURCES.
13. Working with Sources.
PART III: EDITING FOR GRAMMAR.
15. Editing for Fragments.
17. Editing for Subject-Verb Agreement.
18. Editing for Pronouns.
19. Editing for Verb Use.
20. Editing for Adjectives and Adverbs.

PART IV: EDITING FOR STYLE.
22. Writing Varied Sentences.
23. Avoiding Unneeded Words and Expressions.
PART V: USING THE CORRECT WORDS.
24. Frequently Confused Words.
25. Improving Your Spelling.
PART VI: USING PUNCTUATION AND CAPITALIZATION.
27. Other Punctuation and Capitalization.
PART VII: READING CRITICALLY.
Appendix A. Answers to Grammar Checkup Exercises
DEVELOPMENTAL WRITING

Visions Across the Americas:
Short Essays for Composition, 7th Edition
J. Starling Warner | Evergreen Valley College
Judith Hillard | San Jose State University

What do John Steinbeck and Maya Angelou have in common? They’re both among the great authors you’ll encounter in Visions Across the Americas: Short Essays for Composition. This book presents 72 cross-cultural essays on such diverse themes as: Language and Culture; The Family, Americans and Immigrants; Racism, Sexism, and Ageism; and Technology, Cyberspace, and the Cosmos. An Irony and Humor theme has been added to this newest edition. Each chapter provides students with a blueprint for a specific type of essay, with pre- and post-reading questions and activities that reinforce an understanding of the rhetorical modes addressed in that chapter.

NEW TO THIS EDITION
• Short discussions on rhetorical modes open each chapter and are followed by tips on how to compose a particular type of essay.
• A total of 72 reading selections includes 12 new essays by well-known authors such as John Steinbeck, Barbara Ehrenreich, Neil Young, Anna Quindlen, Dave Barry, and Bruce Henderson. These join selections from Toni Morrison, Amy Tan, Louise Erdrich, Ray Bradbury, Alice Walker, Maxine Hong Kingston, Philip Chiu, Richard Rodriguez, Maya Angelou, E. B. White, Gore Vidal, and Amin Baraka, among others.
• Twenty-five optional exercises, identified as “Internet Connections,” provide students with practice researching material on the Internet and properly documenting their sources.
• A new thematic classification category—Irony and Humor—has been added.
• Revised and updated content includes chapter introductions, pre- and post-reading questions and additional writing topics, and all author biographies.

KEY FEATURES
• An overview of the writing process in Chapter 1, “Communicating Is Language at Work” serves as a resource for students and allows instructors flexibility in teaching.
• Short discussions on rhetorical modes open each chapter and are followed by tips on how to compose a particular type of essay effectively.
• Additional writing topics at the end of every chapter provide numerous opportunities for students to practice writing.
• PRE- and post-reading questions and activities engage students in both critical thinking and writing.
• An Instructor’s Manual offers suggested approaches to rhetorical sections, suggested responses to questions, an expanded bibliography, and quizzes for every essay.

TABLE OF CONTENTS
1. Communicating Is Language at Work.

2. Narration.
Common Elements of Narrative. Creating Chronological Order. Developing Character. Establishing Mood and Tone. Tips on Writing Narrative Essays. Maxine Hong Kingston,

3. Description.

4. Illustration and Example.

5. Definition.


7. Comparison and Contrast.
Developing Essays Using Comparison and Contrast.

8. Division and Classification.


Appendix: MLA Documentation.
Glossary of Literary and Rhetorical Terms. Index: Authors and Titles.
ESSAY—AVAILABLE NOW!

**Texts and Contexts: A Contemporary Approach to College Writing, 7th Edition**
- William S. Robinson | San Francisco State University
- Stephanie Tucker | California State University, Sacramento

592 pages | Paperback | 6 ¾ x 9 ¼ | 1-color
©2009 | ISBN: 978-1-413-03345-8

*Texts and Contexts: A Contemporary Approach to College Writing* is designed to help developmental and freshman composition students write academic essays in response to high-interest readings about contemporary and historical issues. The heart of the book is writing assignments that develop students’ reading, writing, and critical thinking skills and that prepare them for what they will be expected to do in college classes.

**NEW TO THIS EDITION**
- A new assignment focuses on one of the most dramatic and famous episodes in American history, the Battle of the Little Big Horn.
- Several new readings have been added, including “The Other Battle of Little Big Horn,” “Women Working More and Parenting More,” “Failing Schools Try Longer Days,” “Health Care in France and the United States: Learning from Each Other,” and “A Teacher Considers Gun Violence on Campus.”

**KEY FEATURES**
- The text includes writing assignments that develop students’ reading, writing, and critical thinking skills and that prepare them for academic work.
- A “Proofreading Skills Workbook” at the end of the text allows students to practice and evaluate their improvement in the areas of grammar and proofreading.
- Readings focus on compelling topics such as analyzing tomorrow’s job market, campaign finance reform, college sports, healthcare, and censorship.
- “Writer’s Checklist” features highlight important writing skills and show students how to apply those skills to selected readings.
- Sentence-combining exercises in each chapter teach students how to vary the length and type of sentences for maximum reader impact.

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**At a Glance: Essays, 4th Edition**
- Lee Brandon | Mt. San Antonio College

288 pages | Paperback | ©2009
ISBN: 978-0-618-95775-8

The Fourth Edition of *At a Glance: Essays* guides students through the process of prewriting and writing essays in specific and combined rhetorical modes. This text features new readings, optional text-based writing instruction, a research paper unit, a brief handbook, and an emphasis on critical thinking.

**NEW TO THIS EDITION**
- Updated coverage includes instruction on the summary, reaction, and two-part response as text-based writing; added material on plagiarism and documentation; and an increased emphasis on critical thinking.
- This edition features 16 new reading selections.
- Instruction on plagiarism, documentation.
- Increased emphasis on critical thinking.
- A reproducible “Writing Process Worksheet” is accessible on the student website.

**KEY FEATURES**
- Reading-Related, General, Cross-Curricular, and Career-Related writing topics appeal to a diverse range of students and provide opportunity for practicing new skills.
- “Writing Process Worksheets” provide guidance for students and save time and effort for instructors.
- The streamlined “Self-Evaluation Chart” helps students track their needs and goals and promotes self-reliance.
- Updates include optional text-based writing instruction; instruction in basic reading, including underlining and annotation; writing summaries, reactions, and two-part responses; and an increased emphasis on critical thinking.
- The text progresses from in-depth coverage of the writing process to instruction on common writing patterns.

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### DEVELOPMENTAL WRITING

#### ESSAY—ADDITIONAL TITLES AVAILABLE

**We Are America: A Thematic Reader and Guide to Writing, 6th Edition**  
Anna Joy | Sacramento City College  
640 pages | Paperback | 1-color | ©2008  

We Are America: A Thematic Reader and Guide to Writing introduces beginning writers to the writing process, basic reading skills, and the essential elements of effective writing—unity, coherence, completeness, and sentence skills—and critical reading. This textbook includes a thematic reader with selections that reflect culturally and ethnically diverse points of view. Readings, discussion questions, and topics for writing are designed to mirror students' backgrounds and concerns, and to increase students' sensitivity to experiences and cultural perspectives different from their own.

**Writing Voyage: A Process Approach to Writing, 8th Edition**  
Thomas Tyner  
288 pages | Paperback | 1-color | ©2008  
ISBN: 978-1-413-02949-9

Writing Voyage is a comprehensive text containing everything instructors need to help students improve their writing. Thomas Tyner presents a step-by-step writing process, showing students how their writing builds and evolves while teaching essential writing skills that emphasize the audience and the writer's purpose. The text includes interesting excerpts from professional writers to illustrate specific steps in the writing process. The text makes it easy for you to take your students through activities such as peer review, small-group writing discussions, and regular journal writing to reflect on their writing experiences.

**The Dolphin Writer Book 3: Crafting Essays, 1st Edition**  
640 pages | Paperback | ©2008  
ISBN: 978-0-618-37910-1

The Dolphin Writer is a three-volume series focusing on writing—from sentences to paragraphs to essays—in an easy-to-understand format and at an affordable price. Each volume of The Dolphin Writer presents students with comprehensive yet approachable coverage of the writing process, from prewriting through peer evaluation, revision, and preparation of the final paper, and each also includes a section of numerous level-appropriate readings. A focus on student success in all areas of reading, writing, and studying helps students organize, manage, and implement techniques, including how to use a computer to assist in the writing process. Book Three includes complete coverage of essay skills.

**The Practical Writer, 9th Edition**  
432 pages | Paperback | 2-color | ©2008  
ISBN: 978-1-413-03063-1

The Practical Writer with Readings, 7th Edition  
480 pages | Paperback | 2-color | ©2008  

Edward P. Bailey | Marymount University  
Philip A. Powell

The Practical Writer clearly and succinctly provides both developmental and first-year composition students with a manageable and accessible step-by-step approach to writing, from the one-paragraph essay to the five-paragraph essay, and beyond—into the research-driven paper and different organizational strategies.

**From Self to Sources: Essays and Beyond, 1st Edition**  
Lee Brandon, Mt. San Antonio College  
592 pages | Paperback | ©2003  
ISBN: 978-0-618-13064-9

From Self to Sources focuses on helping students progress from writing essays to research papers—a critical step in both higher-level developmental and freshman composition courses.

Lee Brandon | Mt. San Antonio College  
576 pages | Paperback | ©2004  
ISBN: 978-0-618-26614-0

Designed specifically for community colleges and business programs, Writing Connections helps students of varying backgrounds, ages, and majors recognize how strong writing skills can allow them to achieve both their academic and professional goals. Students practice finding common denominators and patterns across all key forms of writing and learn to apply what they learn to personal, cross-curricular, and workplace writing. Student examples illustrate all stages of the writing process and serve as good models on which students can pattern their own work.

**Integrations: Reading, Thinking, and Writing for College Success, 1st Edition**  
William S. Robinson | San Francisco State University  
Pam Altman | San Francisco State University  
576 pages | Paperback | ©2004  
ISBN: 978-0-618-26614-0

Using a unique case study approach and emphasizing collaborative learning, Integrations helps students write well-crafted academic essays.
Viewpoints, 7th Edition
W. Royce Adams | Santa Barbara City College, Emeritus

Spark your students’ interest in writing with Viewpoints. This thematically organized reader offers diverse perspectives on various themes and issues, including social concerns, media, human behavior, cultural differences, and human rights. With opening chapters that include substantial writing and reading instruction and writing assignments both at the end of each reading and on the web, Viewpoints takes students’ writing and critical-thinking skills to the next level. This thoroughly revised Seventh Edition builds on the success of previous editions with 35 new readings, all new photographs, author biographies, and source information for every selection.

NEW TO THIS EDITION
• More than half of the text’s 65 readings have been replaced with fresh selections that reflect the new themes being discussed.
• This edition’s “Viewpoints on Images” feature has been updated with new photographs, engaging students in the material through topical visual prompts that help students see how concepts and ideas can be presented visually.
• Each reading now features a short author biography as well as other source information designed to give students a solid framework for understanding before they begin reading the selection itself.

KEY FEATURES
• The first section of the text offers an overview of the skills required for thoughtful reading and writing, from the basic structure of an essay through the three stages of writing: prewriting, drafting, and revising.
• Chapters 3-10 include paired “Opposing Viewpoints” readings that present opposing sides of a thematically relevant debate.
• Each reading selection is followed by four types of questions that require students to draw upon what they have already learned about reading and writing through formal written assignments, journal entries, class or small group discussions, or even discussion board entries in a course management system.

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PART I: VIEWPOINTS ON READING AND WRITING ESSAYS.
1. Viewpoints on Reading Essays.
2. Viewpoints on Writing Essays.
PART III: READINGS WORTH THINKING AND WRITING ABOUT.

3. Viewpoints on Acquiring Knowledge.


5. Viewpoints on Cultural Differences.


6. Viewpoints on Social Concerns.


7. Viewpoints on Family and Marital Relationships.


8. Viewpoints on Work.


9. Viewpoints on the Media and Technology.


Interactions: A Thematic Reader, 7th Edition
Ann Moseley | Texas A&M University
Jeanette Harris, Retired | Texas Christian University

Interactions: A Thematic Reader is designed to help students discover meaning in what they read and to convey meaning in what they write. The text’s readings and accompanying apparatus—which have been class tested and proven effective through six previous editions—guide students from a consideration of self to an awareness of how the self interacts with other people and phenomena. The book explains to students the process and interdependence of reading and writing, stressing the connections students can make between their own experiences and what they read. It also introduces them to preventing techniques such as freewriting, brainstorming, mapping, clustering, and journals. The Seventh Edition includes approximately 90 reading selections, about one-third of which are new. Selections are organized into thematic units that guide students from a consideration of self to an examination of close human relationships and finally to more abstract topics such as work and society. The selections represent a wide range of voices, topics, and sources, including a balance of male and female authors and significant contributions by culturally diverse writers.

NEW TO THIS EDITION

* New reading/writing lessons in each unit provide students with detailed instruction and models on the following topics: annotating a text, writing a personal essay, summarizing a text, responding to a text, analyzing a text, writing a report, writing a persuasive essay, and writing a review.

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- **Battle of Our Time**, Jane Lampman / Critical Thinking, Reading, and Writing / Writing a Summary / Example: Summary of “The Difference Between Male and Female Friendships”
- **IV. Self with Work**
  - *The Case Against Chores, Jane Smiley* / W-O-R-K, Brian Bracken / Easy Job, Good Wages, Jesus Colon / Big Boss, Tim Russers / The Lost Generation, Sarah Karnaiewicz / **Girl in an Oven, Sarah Jeanette Smith** / **One Man’s Kids, Daniel Mayer** / Wage Gap Between Genders Close, Molly Hemmesty-Fiske / No Work and No Play, James Surovitski
- **V. Self with Society**
  - Getting to Know About You and Me, Chana Schoenberger / Anonymous Victims of Drama and a River, Victor Landza / Indian Education, Sherman Alexie / Cultural Diversity, Joan Marie Snider / **People Like Us, David Brooks** / **Montreal Aviens, Gregory Rodriguez** / Immigration in Perspective, Joyce Millanboring / Immigration—and the Curse of the Black Legend, Tony Horowitz / **Have a Dream, Martin Luther King, Jr.** / **The Audacity of Hope, Barack Obama** / Critical Thinking, Reading, and Writing / Analyzing a Test / Example: An Analysis of Audience in Martin Luther King’s “I Have a Dream” Speech
- **VI. Self with Nature and Environment**
  - *A Sense of Place, George J. Demko* / **Probably Myself, Rachel Carson** / **Silent Spring at 40, Ronald Bailey** / Weather Reports, Kathleen Norris / Storm County, Paul Crenshaw / Dispatch from the Edge, Katrina, Anderson Cooper / **An Inconvenient Truth, Al Gore** / **Save Convenient Truths, Gregg Easterbrook**
  - Critical Thinking, Reading, and Writing / Writing a Persuasive Essay / Example: Deep or Dune? (Cindy Camburn, student)

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### DEVELOPMENTAL WRITING

#### VII. Self with Technology and Media
- The Plot Against People, Russell Baker / *The Perfect Thing, Steven Levy / *Bad Connections, Christine Rosan / The Disturbing Mirror of Reality TV
- Sarah Coleman / YouTube: The People’s Network, Leo Grossman / The Real Digital Divide, Shari Causton / Fractions of Networks: Internet Addiction on Campus, Kimberly S. Young / We ALL Pay for Internet Piracy, Ellen Laird / **De Newspapers Have a Future, Michael Kimlay / **The Blogs Must Be Crazy, Peggy Noonan / Hype, Spin, Puffery, and Lies: Should We Be Scared? Lane Jennings / Critical Thinking and Writing Assignments / Writing a Report / Example: Technology and the Hearing Impaired (Tammy Holm, student)

#### VIII. Self with Heroes
Kathleen T. McWhorter | Niagara County Community College

The Writer’s Selections: Shaping Our Lives, 5th Edition is a thematic reader for beginning writers that focuses on the influences and decisions that shape our lives, including other people, events, cultures, media, work, and technology. Representing a wide range of sources and supported by pre-reading and post-reading activities, the readings are short, readable, and engaging. Writing about the Reading exercises require students to explore different approaches and styles of writing. Journal assignments encourage students to explore their ideas and write about them in a journal format; paragraph-length assignments offer writers the opportunity to explore a focused topic; and essay-length assignments give students experience in narrowing a topic and developing a short essay.

KEY FEATURES
- Ten new readings cover timely, engaging topics such as voter participation, military enlistment, capital punishment, job stress, organ donation, iPods in the workplace, and the dangers of social networking.
- “Reading Strategy” sections offer practical advice on how to approach each essay.
- “Vocabulary Preview” lists present challenging words students will encounter in each essay. Since students preview the words and their meanings before reading, their comprehension of the essay will be strengthened.

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**Note:** Each chapter concludes with “Making Connections” and “Internet Connections.”

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2. Events That Shape Our Lives  

3. Work That Shapes Our Lives  

4. Cultures That Shape Our Lives  

5. Others Who Shape Our Lives  

6. Media That Shape Our Lives  

7. Technology That Shapes Our Lives  

Glossary / Acknowledgments / Index of Authors and Titles / Revision Checklist for Essays
Horizons: A Reader of Experiences, 1st Edition
400 pages | Paperbound | ©2004
ISBN: 978-0-618-15569-9
Horizons best accommodates the needs of students in high-level developmental writing and low-level freshman composition courses. Its dual focus on thematic readings and rhetorical styles ensures that students remain engaged as they practice narration, compare and contrast, cause and effect, and other modes of writing. A diverse set of reading selections from a variety of sources model different rhetorical modes. A flexible organization also allows instructors to assign chapters in any order.

Projections: Brief Readings on American Culture, 2nd Edition
J. Sterling Warner | Evergreen Valley College
Bill Swanson | South Puget Sound Community College
492 pages | Paperbound | 1-color | ©2003
Projections is a thematic reader designed to make maximum use of the cultural knowledge students bring with them into the classroom.

Growing Ideas: A Reader for Writers, 1st Edition
Michelle Christopherson | Modesto Junior College
432 pages | Paperbound | 1-color | ©2001
ISBN: 978-0-618-04809-0
This short-essay reader for upper-level developmental writing courses is designed to help students improve their ability to read, understand, and express ideas. Thematically organized, the text provides provocative readings that build on each other and prompt meaningful, ongoing discussion among students throughout the term. One important reading/writing strategy is featured in each thematic chapter, and extensive pre- and post-reading activities promote critical thinking, reading, and writing.

The Working Reader, 1st Edition
Mary Lou Conti | Cuyahoga Community College
240 pages | Paperbound | 1-color | ©2001
Forty short selections for essay-level developmental writers focus on work and the workplace. Writing activities focus on the types of writing that students will be required to do when they start to work, such as reports, memorandums, business letters, and charts and graphs.
**INTRODUCTION**

**READING—NEW FOR 2011!**

Joining a Community of Readers: A Thematic Approach to Reading, 5th Edition

A focus on writing is realized through a new recurrent exercise that emphasizes the reading-writing connection. This new exercise encourages students to make connections with new skills learned within the context of the reading process.

A holistic approach to reading that presents reading skills in the context of real-life issues helps students develop confidence in themselves and make the commitment to achieve their goals. Proficiency in reading is based on the ability to apply critical-thinking skills more effectively in class discussions, while providing ample practice with shorter and longer readings. The real-life context for the new skills learned within the reading process helps students to apply these skills more effectively. Language Tips offer useful notes on reading and language issues that are especially helpful for non-native English speakers.

Each instructive unit engages students as they are able to stay with a single theme throughout the term. The author's reading strategy (Prepare to Read, Read Actively, and to evaluate their progress. In addition, cumulative mastery tests at the back of the appendix includes instruction and practice on reading visual aids, advice.
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- Returns must be shipped prepaid by traceable means and be accompanied by one packing list per carton indicating quantity and titles returned.
- Returns must reference the original invoice numbers for titles included. If you wish to return materials but do not have a copy of the original invoice, please request permission from Customer Service.
- Returns must be in salable condition. All software and CD-ROM must be returned to Cengage Learning with the original envelope seal or package seal unbroken and intact.
- Custom-published titles carry a return limit of 20% of the quantity ordered. All SmartPick must be in their original unbroken shrink-wrap.
- Returns must be packed in cartons of at least 257 lbs. test for larger boxes and 200 lbs. test for smaller (similar to Cengage Learning’s shipping standards). Product must be packed with sufficient and appropriate packing material.
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- A $10.00 shipping fee will be charged for all refused returns.

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Returns are allowed for products bought directly from Cengage Learning USA. Product purchased from overseas and returned to the Cengage Distribution Center will be refused back to the customer and no credit will be issued. Active product may be returned to Cengage Learning up to 18 months from the date of purchase. Superseded or out-of-print product must be returned within 120 days of publication of the new edition or within 120 days from the date of notification in the Bookseller’s News. All books must be returned in salable condition. Returned books and software should be shipped pre-paid by traceable means. Also, to ensure proper credit, each carton should be accompanied by a packing list indicating the quantity and title(s) returned and must include the original invoice. Depreciated product may have prior authorization and must follow the returns instructions given.
For damaged product, you must notify Cengage Learning Inc. within 90 days of receipt to receive authorization. Then you will have 90 days from date of letter to make any returns.
For any Software, the seals must not be broken, with the exception of 30 day reviews, which may be received back within 45 days with the seals broken.

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FOR BUSINESS, INDUSTRY & GOVERNMENT
Active product may be returned to Cengage Learning Inc. up to 18 months from the date of purchase. For any Software, the seals must not be broken, with the exception of 30 day reviews which may be received back within 45 days with broken seals.

FOR RETAIL BOOKSTORES
Active product may be returned to Cengage Learning Inc. within the life of the edition. For any Software, the seals must not be broken. Custom published titles carry a 20% return limit of the quantity ordered.

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- Returns are allowed for products bought directly from Cengage USA.
- Product purchased from overseas and returned to the Cengage Learning Distribution Center will be refused back to the customer and no credit will be issued.
- Returns must be shipped prepaid by traceable means and be accompanied by one packing list per carton indicating quantity and titles returned.
- Returns must reference the original invoice numbers for titles included.
- If a college store wishes to return materials but do not have a copy of the original invoice, they should request permission from Customer Service.
- Returns must be in salable condition. All software and CD-ROM must be returned to Cengage Learning with the original envelope seal or package seal unbroken and intact.
- Custom-published titles carry a return limit of 20% of the quantity ordered and must be returned within 12 months of the invoice date.
- All bundles must be in their original unbroken shrink-wrap.
- Returns must be packed in cartons of at least 257 lbs. test for larger boxes and 200 lbs. test for smaller (similar to Cengage Learning’s shipping standards). Product must be packed with sufficient and appropriate packing material.
- Returns of superseded titles must be received within 120 days of publication of the new edition.
- Returns of Out of Print titles must be returned within 120 days of notification.
- A $10.00 shipping fee will be charged for all refused returns.
- The returns policy timeframe is dependent upon the Service Plus status level of the bookstore. Platinum is Life of Edition, Gold is 15 months from invoice date, and Bronze is 12 months from the invoice date.
- Twenty percent of the original quantity ordered on Custom product can be returned up to 12 months from the invoice date regardless of the store’s Service Plus status.
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