Contents

Preface ......................................................................................................................... ix

Acknowledgments ........................................................................................................ xi

PART I  WRITING A PARAGRAPH ................................................................................. 1

Chapter 1  Paragraph Structure ................................................................................. 2
  The Three Parts of a Paragraph ................................................................................ 3
  The Topic Sentence ................................................................................................ 4
     Position of Topic Sentences .............................................................................. 5
     The Two Parts of a Topic Sentence .................................................................. 9
  Supporting Sentences ............................................................................................ 11
  The Concluding Sentence ...................................................................................... 13
  Review .................................................................................................................. 16
  Writing Practice ..................................................................................................... 16

Chapter 2  Unity and Coherence .............................................................................. 18
  Unity ..................................................................................................................... 18
  Coherence ............................................................................................................. 21
     Repetition of Key Nouns .................................................................................. 22
     Key Noun Substitutes ...................................................................................... 23
     Consistent Pronouns ....................................................................................... 24
     Transition Signals ............................................................................................ 25
     Logical Order ................................................................................................... 34
  Review .................................................................................................................. 36
  Writing Practice ..................................................................................................... 37

Chapter 3  Supporting Details: Facts, Quotations, ................................................. 39
  and Statistics
     Facts versus Opinions ...................................................................................... 39
     Using Outside Sources ...................................................................................... 41
        Plagiarism .................................................................................................... 41
        Citing Sources .............................................................................................. 42
     Quotations ......................................................................................................... 42
        Direct Quotations ......................................................................................... 42
        Reporting Verbs and Phrases ...................................................................... 43
        Punctuating Direct Quotations .................................................................... 45
        Indirect Quotations ...................................................................................... 47
PART II  WRITING AN ESSAY .............................. 55

Chapter 4  From Paragraph to Essay ...................... 56

The Three Parts of an Essay .................................. 56
The Introductory Paragraph ................................... 59
  Funnel Introduction ........................................ 60
  Attention-Getting Introduction ............................. 61
  Thesis Statement ........................................... 63
Body Paragraphs ................................................ 64
  Logical Division of Ideas ................................... 64
  Thesis Statements for Logical Division of Ideas ........... 65
  Thesis Statement Pitfalls ................................... 67
  Transition Signals between Paragraphs .................... 69
The Concluding Paragraph ................................... 72
Essay Outlining ................................................ 75
Review ......................................................... 77
Writing Practice ............................................... 78
Applying What You Have Learned ........................... 78
  Reading ..................................................... 79
    Questions ................................................ 80
    Suggestions for Discussion or Writing .................... 80

Chapter 5  Chronological Order: Process Essays .......... 81

Thesis Statements for a Process Essay ........................ 84
Transition Signals for Chronological Order .................. 86
Review ......................................................... 88
Writing Practice ............................................... 89
Applying What You Have Learned ................................ 89
  Reading 1 .................................................. 89
    Questions ................................................ 90
    Suggestions for Discussion or Writing .................... 91
  Reading 2 .................................................. 92
    Questions ................................................ 92
    Suggestions for Discussion or Writing .................... 93

Chapter 6  Cause/Effect Essays ............................. 94

Organization for Cause/Effect Order ........................ 95
  Block Organization .......................................... 95
  Chain Organization .......................................... 98
Cause/Effect Signal Words and Phrases ....................... 101
PART III  SENTENCE STRUCTURE  ..................... 161

Chapter 10  Types of Sentences  ..................... 162

  Clauses ........................................ 162
  Independent Clauses ................................ 163
  Dependent Clauses ................................ 163

  Kinds of Sentences ................................ 164
  Simple Sentences ................................ 164
  Compound Sentences ................................ 165
  Complex Sentences ................................ 172
  Compound-Complex Sentences ....................... 174

  Sentence Types and Writing Style .................. 175
  Review ........................................... 177

Chapter 11  Using Parallel Structures and Fixing Sentence Problems

  Parallelism ...................................... 179
  Parallelism with Connectors: And, Or, But .......... 180
  Parallelism with Correlative (Paired) Conjunctions . 181

  Sentence Problems ................................ 183
  Sentence Fragments ................................ 183
  Choppy Sentences ................................ 185
  Run-On Sentences and Comma Splices ................ 188
  Stringy Sentences ................................ 190

  Review ........................................... 191
  Editing Practice .................................. 193

Chapter 12  Noun Clauses  ......................... 194

  That Clauses ..................................... 195
  Sentences Beginning with It ........................ 196
  Special Verb Tenses in That Clauses ................. 198
  If / Whether Clauses ................................ 201
  Question Clauses .................................. 204
  Review ........................................... 206
  Editing Practice .................................. 207
  Writing Practice .................................. 208

Chapter 13  Adverb Clauses  ....................... 210

  Kinds of Adverb Clauses ............................ 211
  Punctuation of Adverb Clauses ...................... 211
  Time Clauses ..................................... 211
  Place Clauses ..................................... 213
Distance, Frequency, and Manner Clauses ........................................... 214
Reason Clauses .............................................................................. 216
Result Clauses .............................................................................. 218
Purpose Clauses ............................................................................ 220
Contrast Clauses ........................................................................... 222
  Direct Opposition Clauses ............................................................. 222
  Concession (Unexpected Result) Clauses ........................................ 223
Conditional Clauses ....................................................................... 225
Review ......................................................................................... 227
Editing Practice ............................................................................ 228
Writing Practice ........................................................................... 229

Chapter 14  Adjective Clauses ..................................................... 230

Relative Pronouns and Adverbs ..................................................... 231
  Position of Adjective Clauses ....................................................... 231
  Verb Agreement in Adjective Clauses .......................................... 232
Kinds of Adjective Clauses ............................................................. 234
  Relative Pronouns as Subjects ...................................................... 234
  Relative Pronouns as Objects ...................................................... 236
Possessive Adjective Clauses .......................................................... 238
Relative Pronouns as Objects of Prepositions ................................ 240
Relative Pronouns in Phrases of Quantity and Quality ................... 243
Adjective Clauses of Time and Place ............................................. 244
Review ......................................................................................... 247
Editing Practice ............................................................................ 248
Writing Practice ........................................................................... 249

Chapter 15  Participial Phrases ................................................... 250

Participles ....................................................................................... 250
Participial Phrases ......................................................................... 251
  Reduced Adjective Clauses .......................................................... 252
  Position and Punctuation of Participial Phrases .............................. 252
  General Form -ing Participial Phrases ........................................ 253
  General Form -ed Participial Phrases .......................................... 254
  Perfect Form Participial Phrases ................................................ 255
Participial Phrases and Writing Style ............................................ 257
Reduced Adverb Clauses ................................................................. 258
Review ........................................................................................... 261
Editing Practice ............................................................................ 263
Writing Practice ........................................................................... 263

Appendix A: The Process of Academic Writing ............................ 265

The Writing Process, Step 1: Creating (Prewriting) ....................... 265
The Writing Process, Step 2: Planning (Outlining) ......................... 271
Contents

The Writing Process, Step 3: Writing ........................................ 272
The Writing Process, Step 4: Polishing ................................. 273
Editing Practice ................................................................. 277

Appendix B: Punctuation Rules ............................................. 280
CommAs ................................................................. 280
Semicolons ............................................................... 283
Colons .................................................................. 285
Quotation Marks ........................................................ 288
Editing Practice .......................................................... 289

Appendix C: Charts of Connecting Words and Transition Signals .... 291
Coordinating Words ..................................................... 291
Subordinating Words ................................................... 292
Conjunctive Adverbs .................................................... 295
Transition Signals ....................................................... 297

Appendix D: Editing Symbols ................................................ 300

Appendix E: Research and Documentation of Sources ............... 303
Types of Sources ........................................................ 303
Evaluating Sources ...................................................... 304
Documentation of Sources ............................................ 306
In-Text Citations ......................................................... 306
Works-Cited Lists ........................................................ 308

Appendix F: Self-Editing and Peer-Editing Worksheets .......... 313
Scoring Rubrics .......................................................... 315

Index ............................................................................. 331

Credits .......................................................................... 337
Writing Academic English, Fourth Edition, is a comprehensive rhetoric and sentence structure textbook/workbook for high-intermediate to advanced English language learners who are in college or are college bound. The book teaches writing in a straightforward manner, using a step-by-step approach. Clear, relevant models illustrate each step, and varied practices reinforce each lesson.

The first part of the book provides a quick review of paragraph writing and summarizing, followed by a chapter that introduces the essay. The second part of the book offers comprehensive chapters on process, cause/effect, comparison/contrast, and argumentative essays. Sentence structure, with special emphasis on subordinated structures, is taught in the third part of the book.

Throughout the book, models and practices feature general academic topics that are timely and relevant to students living in a rapidly changing world. In addition, readings from current, real-world publications conclude the chapters on different essay forms. Most chapters offer a variety of writing assignments, and each chapter ends with a review of the main teaching points.

Appendices explain the writing process; give punctuation rules; show charts of connecting words, transition signals, and editing symbols; and teach students basic research and documentation skills. Self-editing and peer-editing worksheets and model scoring rubrics are also provided. References to the appendices appear within the chapters where students are likely to benefit most from using this material.

Instructors familiar with the third edition will find these changes:

- Part I, Writing a Paragraph, has been condensed from seven to three chapters in order to move students more quickly to writing essays.
- Part II, Writing an Essay, has been expanded from two to five chapters. Each pattern of essay organization now has its own chapter.
- A new chapter on argumentative essays has been added. This chapter also serves as an introduction to using supporting materials from outside sources.
- Each essay chapter concludes with one or two short readings, selected because of their high interest and because they employ the pattern of organization taught in the chapter. Following the readings are exercises asking students to analyze rhetorical devices and patterns and/or to summarize the content. Writing assignments based on the readings are also provided.
- Instruction in basic research and documentation skills has been added in Appendix E. Examples of MLA-style in-text citations appear throughout the text.
- The sections on summarizing and paraphrasing have been expanded to include intermediate-step exercises to help students master these difficult skills.
- Both self-editing and peer-editing worksheets are provided in Appendix F, along with scoring rubrics for use by instructors.
- Finally, models have been updated, practice materials freshened, and explanations streamlined, always with the intention of making the material more accessible to students.
Order of Lesson Presentation

Writing Academic English is intended to be covered in one fifteen-week semester, with classes meeting five hours a week. The chapters in Part I, Writing a Paragraph, and Part II, Writing an Essay, should be taught in sequence. The sentence structure chapters in Part III should be taught alongside the chapters in Parts I and II in order to encourage students to write a variety of complex structures. Chapter 10, Types of Sentences, should be taught at the beginning of the course; subsequent sentence structure chapters may be taught in any order. Wherever possible, instructors should integrate sentence structure with rhetoric. For example, adverbial time clauses in Part III may be taught simultaneously with chronological order in Chapter 5.

For courses shorter than fifteen weeks, the text is flexible enough to allow instructors to pick and choose chapters that best suit the needs of their classes. Sentence structure is presented separately from rhetoric, so these chapters may be omitted altogether, leaving the instructor free to concentrate solely on writing. For twelve-week terms, we suggest omitting Chapters 8 and 9. For even shorter terms, instructors may elect to concentrate solely on the essay, Chapters 4 through 9.

Topic Suggestions

The topics listed for each writing assignment are only suggestions. Some chapters have more than one kind of topic. (1) Some are academic in nature, but still general enough so that students from different disciplines can tackle them. (2) Topics on the Lighter Side allow students to draw on personal experience. (3) Topics for content-based writing assignments that follow the reading at the end of essay chapters relate to the readings. (4) Topics for timed writings are offered in several chapters in order to give students practice in this important skill.

Of course, we encourage instructors to keep their eyes open for topics from current news or for graphs, photographs, and charts in newspapers on which to base writing assignments.

In-Class Writing

Group brainstorming and in-class writing of first drafts are especially helpful in the early stages because the instructor is available for immediate consultation. Also, the instructor can check to make sure everyone is on the right track. Pair and group collaboration is appropriate for brainstorming and editing work; however, writing is essentially an individual task even when done in class.

Writing under Pressure

Special assignments are included to be done in class under time pressure to stimulate the experience of writing essay examinations—valuable practice for college-bound students. Instructors should adjust time limits depending on the needs of the class.

Practice Exercises

The final practice exercises of the sentence-structure chapters usually ask students to write original sentences. Because these practices prove whether the students understand the structures and can produce them correctly on their own, we encourage instructors to use them.

Editing

For most chapters, self-editing and peer-editing worksheets are printed back-to-back in Appendix F. Instructors can use one or the other, or both, as they prefer. One method of using the peer-editing worksheet is to have peer editors record their comments on the worksheet. An alternative method is to have each student read his or
her draft out loud to a small group of classmates and then to elicit oral comments and suggestions by asking the checklist questions. The student who has read then writes down the group’s suggestions on his or her own paper. Instructors can also respond to student writing by using the peer-editing checklist.

**Scoring Rubrics**

Two sample scoring rubrics are provided at the beginning of Appendix F, one for paragraphs and one for essays. Their purpose is twofold: to show students how instructors might evaluate their writing, and to suggest a schema for instructors to do so. Instructors are invited to photocopy the rubrics. Of course, the rubrics may be modified to suit individual assignments and individual preferences.

**Chapter-Opening Photographs**

The photographs introducing each chapter of the book depict some of the forms of written communication used by diverse cultures throughout the evolution of civilization.

## Acknowledgments

Many people have contributed to this edition of *Writing Academic English*. We especially thank Laura Le Dréan, who traveled countless miles and spent countless hours gathering valuable feedback from users of the previous edition. Thanks also to our development editor, Molly Sackler, for making sure of the accuracy of our information and the consistency of its presentation, and to our production editors, Lynn Contriuci and Jane Townsend, for their expertise in fitting all these words onto the printed page. Special thanks also to Rhea Banker, who found the beautiful photographs that appear on the opening pages of each part and each chapter.

To the many students and teachers who took the time to offer suggestions, we extend our heartfelt thanks: David Ross, Intensive English Program, Houston, Texas; Marsha Gerechter Abramovich, Tidewater Community College, Virginia Beach, Virginia; Alex Jones, Seattle, Washington; Anita Sokmen, Director, English Language Programs Extension Courses & Marketing, University of Washington, Seattle, Washington; Patty Heises, University of Washington, Seattle, Washington; Angelina Arellanes-Nuñez, University of Texas at El Paso; Dorrie Brass, Annapolis, Maryland; Barbara Smith-Palinkas, Tampa, Florida; Jacqueline Smith-Brooklyn, New York; and Diana Savas, Pasadena City College, Pasadena, California. We hope you recognize the many places where your advice has helped to improve the book.