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Preface



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.

What's New in the Fourth Edition

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.

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