ACADEMIC WRITING
Exploring Processes and Strategies
SECOND EDITION

Ilona Leki
University of Tennessee, Knoxville
Preface

Academic Writing: Exploring Processes and Strategies is aimed at students who are learning to write for academic contexts. Its goal is to help students develop two types of strategies: strategies for producing texts and strategies for preparing and polishing texts for readers in academic settings. The novice writer needs instruction on the process that writers go through in order to produce texts: a process of exploration and generation of ideas on paper; of seeking out appropriate feedback; and of reworking and revising the presentation of those ideas. The novice writer also needs to learn how to meet the demands of the academy by attention to form, format, accuracy, and correctness. Academic Writing: Exploring Processes and Strategies helps writers develop competence in all these areas.

The text is divided into three parts and is followed by appendices. Part One orients students to the writing processes they will explore and develop as they work their way through the book. Here they will initially engage in actual writing tasks with minimal guidance in order, first, to become more aware of their current writing strategies and, second, to familiarize themselves with the types of demands and support they can expect to encounter in writing assignments throughout the term. In Part Two, students are taken through the writing process and given the opportunity to discover for themselves which kinds of approaches to writing are most useful to them. Students explore their ideas through journal writing, practice a variety of techniques for generating text, and learn how to elicit feedback on their writing from their classmates and how to respond to such feedback. Students are introduced to the rhetorical expectations of English-speaking readers on organization and development of written ideas, and they learn how to accommodate these expectations. Finally, students turn their attention to form, learning how to focus on technical and grammatical accuracy for writing situations that require such attention.

Part Three provides students with the opportunity to practice doing a variety of academic assignments. Assignments emphasize developing an objective tone, responding to already published material, and incorporating the ideas of other writers into academic assignments. Because students are likely to be asked
to write essay exams, the last section provides strategies for and practice in writing essay exams based on selected readings.

The appendixes contain a collection of readings, a series of editing exercises, and answers to exercises in the text. The readings were chosen because they are intellectually stimulating and challenging; they are loosely linked thematically to the Writing Assignments in the text. Each reading is accompanied by pre-reading and postreading questions, headnotes, and journal suggestions.

*Academic Writing: Exploring Processes and Strategies* embodies the notion that beginning writers develop confidence in their ability by having many opportunities to express ideas to which they themselves are committed. The text assumes that developing conviction in writing is closely tied to receiving thoughtful feedback in a nonthreatening environment and that it is extremely important for beginning writers to experience success. Consequently, the book encourages group work, provides many examples of writing done by students in writing courses, and, through the explanations and especially the Writing Assignments, strives to create the proper context in which students can explore and share written ideas that are meaningful to them. This book takes student writing seriously and trusts students to be intellectually alive, to appear in the classroom with a store of experience and information that they are willing to share and that is worth sharing. In many years of teaching, I have not found this trust to be misplaced.

**CHANGES IN THE SECOND EDITION**

The second edition of *Academic Writing* retains the features of the first edition that teachers and students have found helpful:

- Many examples of actual student writing
- Suggestions throughout the text for journal entries related to Writing Assignments
- A wide variety of Writing Assignments from which to select, drawing both on students’ own personal experience and on new information and knowledge developed from reading
- Clear and carefully sequenced instructional material
- Many exercises to help students grasp concepts being discussed
- Suggestions for appropriate readings for the Writing
Preface

Assignments throughout the book—for teachers who believe in the usefulness of readings in helping students learn to write. The readings relate generally to the subject matter of the writing assignment; occasionally, students may be referred to a reading selection as an example of one approach to take in dealing with a topic.

NEW AND EXPANDED FEATURES

In response to comments and suggestions by teachers who have used the first edition of this book, the second edition now also includes new and expanded features that make the book easier to use, more academically oriented, and better grounded in current theories of academic reading and writing.

Readings

In keeping with the belief that academic writing in particular draws heavily on reading, the second edition more than doubles the number of readings in the first edition. As in the first edition, the readings are accompanied by prereading information (in the case of particularly challenging readings, a great deal) and postreading activities.

The readings were selected to appeal to a wide variety of student and teacher interests, but their subject matter is also intended to be compelling, ranging from serious issues that plague the consciences of people in this culture and around the world to more amusing subjects that reveal insights into the qualities and activities of human beings. The readings also vary in difficulty so that increased teacher intervention may be called for in some of the more challenging sections. However, the gains in knowledge, information, and experience with real texts aimed at educated, thoughtful, and reflective readers repay the extra effort that may be required to grasp the ideas presented in the text.

Sequenced Writing Project

A new feature of the second edition is the inclusion of a Sequenced Writing Project, which students can carry out throughout the course of an entire term. Directions for complet-
Preface

In the five assignments in the Project are included with each chapter as an alternative to the regular Writing Assignments. The idea of a series of assignments forming a Sequenced Writing Project grows from the belief that students develop their writing skills best when each writing assignment they do can build quite directly on the experience and knowledge gained from completing the previous writing assignments. In fact, in the Sequenced Writing Project, students are encouraged to cite and reference their own previously completed assignments. Again, this Sequenced Writing Project is offered as an option.

Changes to Make This Book Easier for Teachers and Students to Use

New Part One: “Overview of the Writing Process.” In order to give students a sense of what their work will entail and what they will learn to do in using this book, the introductory material in the second edition has been restructured and revised. Part One now includes an explanation of how the book is organized and how each of the chapters contributes to developing a specific aspect of writing expertise; hints for writing to communicate effectively; and two Writing Assignments based on the premise that “the best way to learn to write is by writing.” The first is designed to allow students to demonstrate the writing skills and habits they now have and to then engage in analyzing that writing to identify their own particular strengths and weaknesses; the second—a full Writing Assignment modeled after one they might encounter in one of their college courses—provides an overview of the kinds of expertise the students will develop as they explore their own writing processes.

Schematic Diagram of the Writing Process. A schematic diagram now appears at the beginning of each major section of the book. This schematic graphically illustrates where the users of this book are in terms of what they have already covered and what they have to cover still.

Improved Interior Design. First, the layout of all Writing Assignments, Journal Suggestions, Reading Suggestions, Exercises, and Examples has been redesigned to distinguish them from one another and from the narrative instructional sections of the text. This makes it easier for users of this book to locate these features quickly and easily within chapters. Second, important instructional points are now signaled in
Preface

the margin by a star (☆). These points constitute the essential information or key issues to be grasped or remembered. Also, the corners of pages that detail information about how to cite sources have been marked to allow easy and quick reference to these sections.

Third, references to other sections of the text that might be helpful in understanding or completing assignments are signaled in marginal notes.

Finally, while the conversational tone of the first edition has been retained, the narrative instructional material has been streamlined.

The revised, added, and expanded features of this new edition are intended to meet the needs of new users of this text effectively and to respond to the suggestions of the professors and students who have used the first edition successfully.

ACKNOWLEDGMENTS

I would again like to express my gratitude to all the international students who not only inspired and then sampled the material in the many earlier versions of this text but who also created the best of it. I am most grateful as well to my editor, Naomi Silverman, whose creativity and artistry have contributed so greatly to the improvements in this second edition. A special thanks to Iris Esau Moye, University of Oregon, who generously shared with me numerous and particularly useful insights on the first edition of Academic Writing that helped me to see new directions for this edition. Thank you to Sara Picchi, Carl Whithaus, and Linda Henigin for all their help and kind friendliness, and to my colleagues across the country who patiently reacted to the first edition of the book and those who read the manuscript of the second edition: Marcia Cooley, California State University-Fullerton; Katya Fairbanks, Pitzer College, The Claremont Colleges, California; Pamela Goins, University of the Pacific; Suzanne Leibman, College of Lake County (Illinois); Tamas G. K. Marius, University of Central Florida; Judith Rehm, Writing Center, Embry-Riddle Aeronautical University; Guinn Roberts, Educational Testing Service; and Jessica Williams, University of Illinois at Chicago. Their thoughtful comments and suggestions were illuminating.

Thank you to my colleagues at the University of Tennessee: John Zomchick, Julia Williamson, Jill Vincent, Gema Klein,
Preface

Marilyn Hardwig, and Leslie LaChance. And to my wonderful family, the best part of my life, especially Debbie and Pete for thinking so long and carefully with me about writing and other important matters, and Ken, for always being there for me with boundless patience, love, and tenderness.

Ilona Leki
# Brief Contents

<table>
<thead>
<tr>
<th>PART ONE</th>
<th>OVERVIEW OF WRITING PROCESSES</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Getting Started</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO</th>
<th>WRITING FROM OBSERVATION AND EXPERIENCE</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT ONE</td>
<td>Getting to Draft One</td>
<td>15</td>
</tr>
<tr>
<td>2 Getting Ideas and Starting to Write</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>3 Preparing for a Draft</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>4 Writing a First Draft and Getting Feedback</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>UNIT TWO</td>
<td>Working with a Draft</td>
<td>75</td>
</tr>
<tr>
<td>5 Focusing on Main Ideas</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>6 Developing and Shaping Ideas</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>7 Beginning and Ending Drafts</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>UNIT THREE</td>
<td>Reworking the Draft</td>
<td>139</td>
</tr>
<tr>
<td>8 Revising</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>9 Polishing Revised Drafts</td>
<td>153</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART THREE</th>
<th>APPLYING WRITING PROCESSES FOR ACADEMIC PURPOSES: ANALYZING, EVALUATING, ARGUING</th>
<th>181</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT FOUR</td>
<td>Using Published Sources</td>
<td>183</td>
</tr>
<tr>
<td>10 Summarizing, Paraphrasing, and Quoting Sources</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>11 Documenting Sources</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>UNIT FIVE</td>
<td>Academic Writing Tasks</td>
<td>215</td>
</tr>
<tr>
<td>12 Analyzing Issues</td>
<td>216</td>
<td></td>
</tr>
</tbody>
</table>
Brief Contents

13 Responding to Written Arguments 233
14 Arguing from Written Material 247

UNIT SIX Essay Exams: Some Strategies 265
15 Preparing for an Essay Exam 266
16 Practicing Taking Essay Exams 273

Postscript 284

APPENDIXES 285

A Readings 287
B Editing Exercises 405
C Answers to Exercises 414

Index 429

About the Author 433
Contents

PREFACE iii
BRIEF CONTENTS ix
SUGGESTED READINGS FOR CHAPTER xxvii
WRITING ASSIGNMENTS xxviii

PART ONE OVERVIEW OF WRITING PROCESSES 1

1 GETTING STARTED 3
How This Book Is Organized 4
Hints 5
The Best Way to Learn to Write Is by Writing 6
➤ Writing Assignment 1.1: Writing Samples 6
Self-Analysis 6
Trying Out the Process 7
➤ Writing Assignment 1.2: Historical Change 7
READING:
EXCERPT FROM BURY MY HEART AT WOUNDED KNEE, P. 290
Writing First Drafts 8
Who Is Your Audience, and What Is Your Purpose? 8
Gathering and Generating Ideas 9
Keeping a Writing Journal 9
Journal Suggestions 9
Getting Feedback 10
Revising Your First Draft 10
Editing 11
READINGS:
DISCOVERING THE TRUTH ABOUT COLUMBUS, P. 295
CONTENTS

DO NOT DISTURB, p. 297
SACRED PLACES, p. 299
AUTO-CRACY IS BEING EXPORTED TO
THIRD WORLD, p. 303

Conclusion 12

PART TWO WRITING FROM OBSERVATION AND EXPERIENCE 13

UNIT ONE GETTING TO DRAFT ONE 15

2 GETTING IDEAS AND STARTING TO WRITE 16

Journals: Where Will Your Ideas Come From? 16
Suggestions for Keeping a Writing Journal 16

STUDENT EXAMPLES 17

Journal Suggestions 19

Invention: How Do You Begin to Write? 20

Freewriting 21

STUDENT EXAMPLE: FREEWriting 21
Writing Practice: Freewriting 23

Listing 23

STUDENT EXAMPLE: LISTING 23
Writing Practice: Listing 25

Wh- Questions 25

STUDENT EXAMPLE: WH- QUESTIONS 25
Writing Practice: Wh- Questions 26

Clusters or Branches 26

STUDENT EXAMPLE: CLUSTERS OR BRANCHES 27
Writing Practice: Clusters or Branches 28

Looping 28

Writing Practice: Looping 29

Cubing 29

Writing Practice: Cubing 30

Outlining 30
### Contents

- STUDENT EXAMPLE: OUTLINING 31
  - Writing Practice: Outlining 32
- Discussion and Reading 33
- Using Invention Techniques 33
- Writing Assignment 2.1: Sample Invention 33
  - Journal Suggestions 34
  - READINGS:
    - *Do Not Disturb*, p. 297
    - *Sacred Places*, p. 299
    - *The Japanese Funeral Ceremony and the Spiritual World after Death*, p. 307
    - *Japanese Mias*, p. 310
    - *Taking the Bungee Plunge*, p. 312
- Writing Assignment 2.2: Invention for Cultural Artifact/Tradition 35
- Sequenced Writing Project: Choosing a Topic 36

### 3 PREPARING FOR A DRAFT 39

- Audience: Who Is Going to Read Your Writing? 39
  - Concept of Audience 39
  - Writing for Different Audiences 40
  - STUDENT WRITING 41
    - Exercise 1: Audience 42
    - Exercise 2: Audience 42
  - STUDENT WRITING 42
    - Exercise 3: Audience 44
- Purpose: Why Are You Writing This? 45
  - Types of Purposes for Writing 45
    - Exercise 4: Purpose 46
    - Exercise 5: Purpose 46
    - Exercise 6: Purpose 47
  - STUDENT WRITING 1: COOKING: A REWARDING EXPERIENCE (?) 48
  - STUDENT WRITING 2: ONE DAY ON THE BATTLEFIELD 49
  - STUDENT WRITING 3: MUSIC AND PEOPLE 50
  - Focusing on the Subject 52
Contents

- STUDENT WRITING: TEENAGE SUICIDE IN JAPAN 52
  Exercise 7: Focusing on the Subject 53
  Exercise 8: Focusing on the Subject 55

- Writing Assignment 3.1: Invention for New Audience/Purpose 56

- Writing Assignment 3.2: Invention for New Audience/Purpose 57

- Sequenced Writing Project: Invention for New Audience/Purpose 57

  Answers to Exercises 57

4 WRITING A FIRST DRAFT AND GETTING FEEDBACK 59

- From Invention to Drafting: Preparing to Write a First Draft 59

- Writing Assignment 4.1: First Draft 59

  READINGS:
  DARWIN REVISITED, P. 315
  EXCERPT FROM BLACK HOLES AND BABY UNIVERSES, P. 318

- Sequenced Writing Project: First Draft 62

  Formal Features of a Paper 62
  Indentation 63
  Margins 63
  Paging 63

- Writing the First Draft 64
  Self-Analysis (Post-Draft) 65

- Getting Feedback: Criteria for Responding to Writing 66
  Recognizing a Good Paper 66

- STUDENT WRITING 1: THE BEST WAYS TO LEARN A FOREIGN LANGUAGE 66

- STUDENT WRITING 2: WHAT MAKES A SCHOOL GOOD 67

- STUDENT WRITING 3: CULTURAL DIFFERENCES IN NONVERBAL COMMUNICATION 67
Contents  ➤  xv

Practice Responding to Writing  69
  Practice Peer Response: Student Writing  70
  ➤ Peer Response: First Draft of Writing Assignment 4.1
  or Sequenced Writing Project  72
  ■ STUDENT WRITING  73

UNIT TWO WORKING WITH A DRAFT  75

5 FOCUSING ON MAIN IDEAS  76
  Journal Suggestions  76
  Theses and Topic Sentences  77
  Definitions  78
  Exercise 1: Main Idea  79
  Exercise 2: Main Idea  80
  Exercise 3: Main Idea  81
  ■ STUDENT WRITING: EXAMPLE 1  81
  ■ STUDENT WRITING: EXAMPLE 2  82
  Making Main Ideas and Text Fit  83
  Benefit of Explicit Theses and Topic Sentences  83
  ➤ Writing Assignment 5.1: Extracting the Main Idea
  in Recounting a Personal Experience  85
  READINGS:
  THE QUALITY OF MERCY, P. 322
  EXCERPT FROM EIGHT LITTLE PIGGIES, P. 327
  Audience Analysis  86
  Self-Analysis  87
  Peer Response  87
  Revision  88
  ■ STUDENT WRITING: HOW THE AMERICAN WAY OF LIFE
  HAS AFFECTED MY BEHAVIOR  88
  ➤ Writing Assignment 5.2: Extracting the Main Idea
  from Survey Data  89
  Choosing a Subject  90
  Choosing the Sample  91
  Analyzing the Data: Main Ideas  92
  Arranging the Data  93
Contents

READINGS:

EXCERPT 1 FROM SAVAGE INEQUALITIES, P. 331
“HISTORY PROVES IT: OTHER SYSTEMS OF NAMING WORK,” P. 337

Self-Analysis 94
Peer Response 95

■ STUDENT WRITING: AMERICANS’ IDEA OF FOREIGN STUDENTS AT UT 95

Revision 97

■ Sequenced Writing Project: Survey 97

6 DEVELOPING AND SHAPING IDEAS 98

Journal Suggestions 98

Invention for Writing Assignment: Using Personal Experiences 99

READINGS:

THE FIRST FOUR MINUTES, P. 341
NONVERBAL COMMUNICATION, P. 344
HOW TO SPOT A LAIR, P. 349
PRIMATE STUDIES AND SEX DIFFERENCES, P. 353
STUDENT WRITING BY ANNE GOUARD, P. 67
DRAFT BY CHI KIN CHENG, P. 103

Invention for Writing Assignment: Using Objective Data 100

READINGS:

EXCERPT 1 FROM SAVAGE INEQUALITIES, P. 331
STUDENT WRITING BY ANNE GOUARD, P. 67
STUDENT WRITING BY SON SANG KONG, P. 100

■ STUDENT WRITING 100

Using Specifics 101

Exercise 1: Specifics 101
Exercise 2: Specifics 102
Exercise 3: Specifics 102
Exercise 4: Specifics 103
Exercise 5: Specifics 103

■ STUDENT WRITING 103
■ STUDENT WRITING 104
Contents  

Selecting Supporting Material 105
Types 105
  Exercise 6: Support 106
  • STUDENT WRITING 106
  • PROFESSIONAL WRITING 107
Unity 108
  Exercise 7: Support 108
  • STUDENT WRITING 108
  Exercise 8: Support 110
Amount 112

Arranging Supporting Material 112
  Exercise 9: Arranging Support 112
  ➤ Writing Assignment 6.1: Nonverbal Communication and Personal Experience 114
    Audience and Purpose 115
    Main Idea 116
    Supporting Material 116
    Arrangement 117
    Self-Analysis 117
    Peer Response 118
    Revision 118
  ➤ Writing Assignment 6.2: Description and Objective Data 118
    Main Idea 118
    Supporting Material 119
    Arranging Supporting Material 119
    Self-Analysis 120
    Peer Response 120
    Revision 120

  Sequenced Writing Project: Interview 121
    Choosing the Expert 121
    Writing the Report 121
    Self-Analysis 122
    Peer Response 123
    Revision 123
# Contents

7 BEGINNING AND ENDING DRAFTS 124

- **Introductions** 124
- Getting Attention 124
  - **PROFESSIONAL WRITING** 125
    - Exercise 1: Introductions 126
    - Exercise 2: Introductions 127
- Giving the Background 127
  - **PROFESSIONAL WRITING** 128
- Establishing a Viewpoint 129
  - Exercise 3: Viewpoint 130
- **Conclusions** 130
  - **PROFESSIONAL WRITING** 133
    - Exercise 4: Conclusions 135
- **Titles** 137
  - Exercise 5: Titles 138
  - Exercise 6: Titles 138
  - Exercise 7: Titles 138

UNIT THREE REWORKING THE DRAFT 139

8 REVISIING 140

- Why Revise 140
- What to Revise: Revision Strategies Chart 141
- How to Revise: Adding, Deleting, and Moving Text 142
  - **STUDENT WRITING** 142
    - Exercise 1: Revising 145
    - Exercise 2: Revising 147
  - **STUDENT WRITING** 147
    - Exercise 3: Revising 149
- **Writing Assignment 8.1: Revision** 150
  - Self-Analysis 152

9 POLISHING REVISED DRAFTS 153

- **Journal Suggestions** 153
Contents

READINGS:

Abraham Lincoln, p. 358
Excerpt from Two Years in the Melting Pot, p. 361

Rephrasing 154

Alternative Sentences 154
Exercise 1: Rephrasing 156

Sentence Variety 157

• Student Writing 157
Exercise 2: Variety 158

Showing the Relationship between Ideas 158

Exercise 3: Relationship between Ideas 159
Exercise 4: Relationship between Ideas 160
Logical Connectors: Type 1 161
Logical Connectors: Type 2 161
Logical Connectors: Type 3 162
Logical Connectors: Type 4 163

Exercise 5: Relationship between Ideas 163

• Student Writing 164
Exercise 6: Relationship between Ideas 165

• Student Writing 165

Editing 166

When to Edit 166
What to Edit 167

Exercise 7: Editing Test 167

• Student Writing: Part 1 167
Exercise 8: Editing Test 168

• Student Writing: Part 2 168

How to Correct Errors in Your Own Writing 169

• Writing Assignment 9.1: Editing 170

• Writing Assignment 9.2: Autobiography 171

Self-Analysis 172

• Student Writing 173
Exercise 9: Autobiography 175
Exercise 10: Autobiography 176

Peer Response 178
Revision 179
PART THREE APPLYING WRITING PROCESSES FOR ACADEMIC PURPOSES: ANALYZING, EVALUATING, ARGUING  181

UNIT FOUR USING PUBLISHED SOURCES  183

10 SUMMARIZING, PARAPHRASING, AND QUOTING SOURCES  185

Journal Suggestions  185

READINGS:
WHO ARE SMARTER—BOYS OR GIRLS?  P. 367
ARE MEN BORN WITH POWER?  P. 371

Writing Summaries  186

PROFESSIONAL WRITING: THE DANGERS OF CRAMMING  187
Exercise 1: Summary  189
Exercise 2: Summary  191

Writing Assignment 10.1: Summary of “Who Are Smarter—Boys or Girls?” or “Are Men Born with Power?”  194

Peer Response  194
Summary Revision  194

Writing Assignment 10.2: Summary of a Classmate’s Writing  195

Original Author’s Response  195

Writing Paraphrases  195

Exercise 3: Paraphrasing  197
Exercise 4: Paraphrasing  199

Using Quotations  199

Sequenced Writing Project: Summaries  202

Peer Response  203

11 DOCUMENTING SOURCES  204

How Not to Plagiarize  204

PROFESSIONAL WRITING  204

How to Use Citations  207

Exercise 1: Citation  211
Exercise 2: Citation  211
UNIT FIVE ACADEMIC WRITING TASKS 215

12 ANALYZING ISSUES 216

Journal Suggestions 216

READINGS:
- Excerpt 2 from Savage Inequalities, p. 374
- Is There a Doctor in the Classroom? p. 378
- Voices from the College Front, p. 382

Analyzing Both Sides 217

- Professional Writing: School System a Key to Japan's Success 218
  Exercise 1: Analyzing an Issue 220

> Writing Assignment 12.1: Education 221

Invention 221
Development and Organization 222
Self-Analysis 223
Peer Response 223
Revision 224

Explaining a Problem 224

Journal Suggestions 224

> Writing Assignment 12.2: Problem on Campus 225

READINGS:
- Voices from the College Front, p. 382
- Excerpt from Two Years in the Melting Pot, p. 361

Invention 225
Development and Organization 226
Self-Analysis 227
Peer Response 228
Revision 228

> Writing Assignment 12.3: Solution to Problem on Campus 228

Invention 229
Development and Organization 229
Contents

Self-Analysis 230
Peer Response 230
Revision 231

Sequenced Writing Project Final Report: Analysis Option 231
Self-Analysis 232
Peer Response 232
Revision 232

13 RESPONDING TO WRITTEN ARGUMENTS 233

Journal Suggestions 233

Analyzing Written Arguments 233

Professional Writing: Grouping The Gifted: Pro 234

Professional Writing: Grouping The Gifted: Con 237

Exercise 1: Analyzing Arguments 240

Writing Assignment 13.1: Education for Gifted Children 242

Invention 243
Development and Organization 244
Self-Analysis 245
Peer Response 245
Revision 246

14 ARGUING FROM WRITTEN MATERIAL 247

Using Published Material in an Argument 247

Journal Suggestions 247

READINGS:

Who Are Smarter—Boys or Girls? p. 367
Primate Studies and Sex Differences, p. 353
Are Men Born with Power? p. 371
A View from Other Cultures: Must Men Fear “Women’s Work”? p. 389

Exercise 1: Analyzing Arguments 248
Contents

➤ Writing Assignment 14.1: Dividing Up Men’s and Women’s Work 250
  Self-Analysis 251
  Peer Response 251
  Revision 251

Constructing Your Own Argument 252
Journal Suggestions 252

➤ Writing Assignment 14.2: Controversial Issue 254

READINGS:
  On Kids and Slasher Movies, p. 394
  Public Enemy Number One? p. 397

The Audience 254

The Writer’s Credibility 255
  Exercise 2: Controversial Issues 256

Tone 257

Dangers in Developing Your Argument 258
  Exaggeration and Unsubstantiated
  Generalizations 258
  Oversimplification 259
    False Dilemma 259
    False Analogy 259
  Logical Fallacy/Flaw: Arguing in a Circle 259
  Logical Fallacy/Flaw: Irrelevancies 260
  Logical Fallacy/Flaw: Non sequitur 260
  Logical Fallacy/Flaw: After, therefore, because 260
  Inappropriate Authorities 261
  Bandwagon 261
  Charged Words 261
  Out-of-Date Facts 262

Organizing Your Argument:
  Inductive/Deductive 262
  Addressing the Opposition 262
  Self-Analysis 263
  Peer Response 263
  Revision 264
Sequenced Writing Project Final Report: Argument Option 264

UNIT SIX ESSAY EXAMS: SOME STRATEGIES 265

15 PREPARING FOR AN ESSAY EXAM 266

Exercise 1: Exams 266
Exercising the Exam Questions 267
Exercise 2: Exams 269
Exercise 3: Exams 270
Invention 271
Writing an Answer 271
Exercise 4: Exams 271

16 PRACTICING TAKING ESSAY EXAMS 273
Organizing an Essay Exam: Division and Classification 273
Journal Suggestions 273

> Writing Assignment 16.1: Practice Essay Exam 274
Self-Analysis 274
Peer Response 275
Revision 275
Organizing an Essay Exam: Cause and Effect 275
Journal Suggestions 275

> Writing Assignment 16.2: Practice Essay Exam 276
Self-Analysis 277
Peer Response 277
Revision 277
Organizing an Essay Exam: Definitions 278
Journal Suggestions 278

> Writing Assignment 16.3: Practice Essay Exam 279
Self-Analysis 280
Peer Response 280
Revision 281
Organizing an Essay Exam: Comparison/Contrast 281
Journal Suggestions 281
Contents

- Writing Assignment 16.4: Practice Essay Exam 282
  - Self-Analysis 283
  - Peer Response 283
  - Revision 283

POSTSCRIPT 284

APPENDIXES 285

A Readings 287

- Excerpt from Bury My Heart at Wounded Knee 290
  - Dee Brown
- “Discovering the Truth about Columbus” 295
  - Charles Sugnet and Joanna O’Connell
- Do Not Disturb 297
- Sacred Places 299
  - Dan Baum
- Auto-cracy Is Being Exported to Third World 303
  - Mary Morse
- The Japanese Funeral Ceremony and the Spiritual World after Death 307
  - Masako Imamiya
- Japanese Mii 310
  - Taisuke Akasaka
- Taking the Bungee Plunge 312
  - Ginia Bellafante
- Darwin Revisited 315
  - James Marti
- Excerpt from Black Holes and Baby Universes 318
  - Stephen Hawking
- The Quality of Mercy 322
  - Rita Williams
- Excerpt from Eight Little Piggies 327
  - Stephen Jay Gould
- Excerpt 1 from Savage Inequalities 331
  - Jonathan Kozol
- History Proves It: Other Systems of Naming Work 337
  - Sharon Lebell
Contents

From The First Four Minutes 341
Leonard Zunin

Nonverbal Communication 344
Deena R. Levine and Mara B. Adelman

How to Spot a Liar 349
Benedict Carey

Primate Studies and Sex Differences 353
Sally Linton

Abraham Lincoln 358
Abraham Lincoln

Excerpt from Two Years in the Melting Pot 361
Liu Zongren

Who Are Smarter—Boys or Girls? 367
Are Men Born with Power? 371
Helen Fisher

Excerpt 2 from Savage Inequalities 374
Jonathan Kozol

Is There a Doctor in the Classroom? 378
Laurie Ouellette

Voices from the College Front 382
Natasha Tarpley

A View from Other Cultures: Must Men Fear ‘Women’s Work’? 389
Mary Stewart Van Leeuwen

On Kids and Slasher Movies 394
Michael Ventura

Public Enemy Number One? 397
Mike Males

Alternative Writing Assignment 1.2 402

B Editing Exercises 405

C Answers to Exercises 414

INDEX 429

ABOUT THE AUTHOR 433
Suggested Readings for Chapter Writing Assignments

➢ CHAPTER 1
Excerpt from *Bury My Heart at Wounded Knee*
*Dee Brown* 290

Discovering the Truth about Columbus
*Charles Sugnet and Joanna O'Connell*
295

Do Not Disturb
*Dan Baum*
297

Sacred Places
*Dan Baum*
299

Autocracy Is Being Exported to Third World
*Mary Morse*
303

➢ CHAPTER 2
Do Not Disturb 297

Sacred Places 299
*Dan Baum*

The Japanese Funeral Ceremony and the Spiritual World after Death
*Masako Imamiya*
307

Japanese *Miai*
*Taisuke Akasaka*
310

Taking the Bungee Plunge
*Ginia Bellafante*
312

➢ CHAPTER 4
Darwin Revisited
*James Marti*
315

Excerpt from *Black Holes and Baby Universes*
*Stephen Hawking*
318

➢ CHAPTER 5
The Quality of Mercy
*Rita Williams*
322
Suggested Readings

Excerpt from Eight Little Piggies 327
Stephen Jay Gould

Excerpt 1 from Savage Inequalities 331
Jonathan Kozol

History Proves It: Other Systems of Naming Work 337
Sharon Lebell

CHAPTER 6
From The First Four Minutes 341
Leonard Zunin

Nonverbal Communication 344
Deena R. Levine and Mara B. Adelman

How to Spot a Liar 349
Benedict Carey

Primate Studies and Sex Differences 353
Sally Linton

Excerpt 1 from Savage Inequalities 331
Jonathan Kozol

CHAPTER 9
Abraham Lincoln 358
Abraham Lincoln

Excerpt from Two Years in the Melting Pot 361
Liu Zongren

CHAPTER 10
The Dangers of Cramming 187
Keith Ablow

Who Are Smarter—Boys or Girls? 367

Are Men Born with Power? 371
Helen Fisher

CHAPTER 12
Excerpt 2 from Savage Inequalities 374
Jonathan Kozol

Is There a Doctor in the Classroom? 378
Laurie Ouellette
Suggested Readings

Voices from the College Front  382
   Natasha Tarpley

Excerpt from Two Years in the Melting Pot  361
   Liu Zongren

CHAPTER 13

Grouping the Gifted: Pro  234
   Kenneth Mott

Grouping the Gifted: Con  237
   Bruno Bettelheim

CHAPTER 14

Who Are Smarter—Boys or Girls?  367
   Sally Linton

Are Men Born with Power?  371
   Helen Fisher

A View from Other Cultures: Must Men Fear ‘Women’s Work’?  389
   Mary Stewart Van Leeuwen

On Kids and Slasher Movies  394
   Michael Ventura

Public Enemy Number One?  397
   Mike Males
To Ken with love,
great joy, and gratitude