

The Longman Academic Writing Series

Level
2

First Steps in Academic Writing

SECOND EDITION



Ann Hogue



PEARSON
Longman

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First Steps in Academic Writing, Second Edition

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Preface



First Steps in Academic Writing, Second Edition, is a high-beginning writing textbook/workbook for English language learners in academic settings. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices.

Students are guided through the writing process to produce well-organized, clearly developed paragraphs. Simple explanations are supported by clear examples to help students through typical rough spots, and numerous practices help students assimilate each skill.

The book contains six chapters. Chapter 1 introduces the concept and form of the paragraph, and Chapter 2 teaches paragraph structure. Chapters 2–6 focus on writing instructions, descriptions, and expressing opinions; they teach students several standard patterns of organization as well. Each chapter also provides instruction in punctuation and in sentence structure, starting with simple sentences and progressing through compound and complex sentences. Each chapter also guides students step-by-step through the writing process as they work on their writing assignments.

What's New in the Second Edition

Instructors familiar with the First Edition will find a few changes, made in response to the comments of reviewers and teachers who have used the First Edition over the years.

- Paragraph structure is presented earlier, in Chapter 2.
- Work on topic sentences has been greatly expanded to include many more examples and practices.
- A section on the ordering of adjectives has been added to assist students in writing vivid descriptions.
- Some models and practice items have been updated or replaced. Old favorites have been retained.
- Mid-chapter writing assignments are now Try It Out! practices, allowing students to try out new skills without the pressure of being graded on their efforts.
- Journal writing has been added as an option.
- There are separate worksheets for self-editing (Writer's Self-Check) and peer editing (Reader's Response).
- Business letter writing has become an optional, change-of-pace lesson in Appendix F at the back of the book.

Organization of the Chapters

Each chapter has the following three sections: Organization, Sentence Structure, and Writing. Most chapters have a fourth section containing lessons on grammar, punctuation, and/or rules for capitalization.

Chapter Preview

Each chapter begins with a list of the learning goals for the chapter and a prewriting activity that prepares the student to write a paragraph a few pages later.

Organization Sections

In the Organization sections in Chapters 1 and 2, students learn paragraph format and paragraph structure. In Chapters 2–4, they learn to organize their paragraphs using listing order, time order, and spatial order (description). In Chapter 5, they learn to develop their paragraphs using reasons and examples, and in Chapter 6, they focus on expressing an opinion with adequate support.

An overview of the writing process appears in Chapter 1, using a recurring model on a topic similar to the Writing Assignment for that chapter. Students learn various prewriting techniques, starting with freewriting in Chapter 1 and proceeding to listing, clustering, and outlining in subsequent chapters.

Sentence Structure Sections

A good portion of each chapter provides students with opportunities to improve the structure of their sentences. Simple sentences are the focus in Chapter 1, compound sentences in Chapter 2, and complex sentences in Chapters 3, 5, and 6. Chapter 4 teaches students to vary their sentence structure by moving prepositional phrases.

Writing Sections

Each Writing section reviews the points covered in the chapter prior to the Writing Assignment. The Writing Assignment for each chapter contains clear step-by-step instructions. Students are never left wondering how to begin or what to do next. Because students will have encountered the topic for the Writing Assignment earlier in the chapter, they will have thought about or discussed the topic before they tackle writing about it.

Models

Students see several writing models in each chapter. Each Organization section contains a model paragraph that demonstrates the rhetorical forms taught in that chapter. Some Sentence Structure sections also begin with a model that demonstrates both the rhetorical mode just taught and the sentence structures just ahead. In addition, many practice exercises serve double duty—as models and as exercises.

Questions on the Models

Following each model are Questions on the Model that focus the students' attention on specific elements in the paragraph. These questions either help students consolidate material taught in previous chapters or prepare them for the

learning task ahead. For example, questions may ask students to locate the topic sentence, identify the steps in a how-to paragraph, find prepositional phrases, or notice facts that support reasons in an opinion paragraph.

In-Class Writing

Group prewriting and in-class writing of the first drafts are especially helpful for beginning students 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 prewriting and editing work; however, writing is essentially an individual task even when done in class.

Explanations and Examples

Beginning students grasp points more easily by seeing several examples rather than by reading long explanations. Therefore, explanations are brief, and examples are numerous. Important information, such as commas rules, charts of transition signals, and sentence “formulas,” is boxed.

Practice Exercises

Each teaching point is accompanied by a variety of practice exercises, which progress from recognition exercises to controlled production to communicative Try It Out! practices.

Appendices

There are seven appendices at the back of the book for students’ easy reference. Teachers might point them out to students early in the term.

- Appendix A Journal Writing
- Appendix B Correction Symbols
- Appendix C Grammar Words and Kinds of Sentences
- Appendix D Conjunctions
- Appendix E Transition Signals
- Appendix F Business Letters
- Appendix G Reader’s Response and Writer’s Self-Check Worksheets

Journal Writing

Chapter 1 introduces students to journal writing and shows them how to do it. Appendix A contains topic suggestions. Teachers are urged to introduce journal writing early in the term, for journal writing is particularly valuable for students at the beginning level to develop writing fluency.