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The Canadian
Writer's World
Paragraphs and Essays

SECOND CANADIAN EDITION

PEARSON

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Preface

Welcome to the Second Canadian Edition of *The Canadian Writer's World: Paragraphs and Essays*

Thank you for making the first Canadian edition of *The Canadian Writer's World* a resounding success. We are delighted that the book has been able to help so many students across the country. The second edition, too, can help your students produce writing that is technically correct and richly detailed whether they have varying skill levels, are native or nonnative speakers of English, or learn better through the use of visuals. When we started the first Canadian edition, we set out to develop practical and pedagogically sound approaches to these challenges, and we are pleased to hear that the book is helping students succeed in their writing courses.

For those new to the book, here is some background information to give a more complete picture.

A Research-Based Approach

We began with the idea that this project should be a collaboration with other developmental writing teachers. So we met with more than forty-five instructors from around North America, asking for their opinions and insights regarding (1) the challenges posed by the course, (2) the needs of today's ever-changing student population, and (3) the ideas and features we were proposing in order to provide them and you with a more effective teaching and learning tool. Pearson Education also commissioned detailed manuscript reviews from instructors, asking them to analyze and evaluate each draft of the manuscript. These reviewers identified numerous ways in which we could refine and enhance our key features. Their invaluable feedback was incorporated throughout *The Canadian Writer's World*. The text you are seeing is truly the product of a successful partnership involving the authors, the publisher, and well over a hundred developmental writing instructors.

How We Organized *The Canadian Writer's World*

The Canadian Writer's World is separated into five parts for ease of use and convenience.

Part I: The Writing Process teaches students (1) how to formulate ideas (Exploring); (2) how to expand, organize, and present those ideas in a piece of writing (Developing); and (3) how to polish writing so that it conveys their message as clearly as possible (Revising and Editing). The result is that writing a paragraph or an essay becomes far less daunting because students have specific steps to follow.

Part II: Paragraph Patterns gives students a solid overview of the patterns of development. Using an easy-to-understand process (Exploring, Developing, and Revising and Editing), each chapter in this part explains how to convey ideas using one or more writing patterns. As they work through the practices and write their own paragraphs, students begin to see how using a writing pattern can help them achieve their purpose for writing.

Part III: The Essay covers the parts of the essay and explains how students can apply the nine patterns of development to essay writing. This part also discusses the role research plays in writing and explains some ways that students can incorporate research into their essays.

Part IV: The Editing Handbook is a thematic grammar handbook. In each chapter, the examples correspond to a theme, such as popular culture, college life, or the workplace. As students work through the chapters, they hone their grammar and editing skills, while gaining knowledge about a variety of topics. In addition to helping build interest in the grammar practices, the thematic material provides a spark that ignites new ideas that students can apply to their writing.

Part V: Reading Strategies and Selections

offers tips, readings, and follow-up questions. Students learn how to write by observing and dissecting what they read. The readings relate to the themes found in Part IV: The Editing Handbook, thereby providing more fodder for generating writing ideas.

How *The Canadian Writer's World* Meets Students' Diverse Needs

We created this textbook to meet your students' diverse needs. To accomplish this, we asked both the instructors in our focus groups and the reviewers at every stage not only to critique our ideas but also to offer their suggestions and recommendations for features that would enhance the learning process of their students. The result has been the integration of many elements that are not found in other textbooks, including our **visual program, coverage of nonnative speaker material, and strategies for addressing the varying skill levels students bring to the course.**

The Visual Program

A stimulating, full-colour book with more than seventy photos, *The Canadian Writer's World* recognizes that today's world is a visual one, and it encourages students to become better communicators by responding to images. Chapter-opening visuals in Parts I, II, and III help students think about the chapter's key concept in a new way. For example, in the Chapter 9 opener, a photograph of a candy store sets the stage for classification. Chocolates are grouped by type, which helps students understand the premise of classification. In Part IV, chapter-opening photos help illustrate the theme of the examples and exercises. These visual aids can also serve as sources for writing prompts.

Each of the At Work boxes in Part II features an image from the workplace, along with content on how that particular pattern of development is utilized on the job.

Throughout *The Canadian Writer's World*, words and images work together to encourage students to explore, develop, and revise their writing.

Seamless Coverage for Nonnative Speakers

Instructors in our focus groups noted the growing number of nonnative/English as a Second Language (ESL) speakers enrolling in developmental writing

courses. Although some of these students have special needs relating to the writing process, many of you still have a large portion of native speakers in your courses whose more traditional needs must also be satisfied. In order to meet the challenge of this rapidly changing dynamic, we have carefully implemented and integrated content throughout to assist these students. This textbook does not have separate ESL boxes, ESL chapters, or tacked-on ESL appendices. Instead, information that traditionally poses a challenge to nonnative speakers is woven seamlessly throughout the book. In our extensive experience teaching writing to both native and nonnative speakers of English, we have learned that both groups learn best when they are not distracted by ESL labels. With the seamless approach, nonnative speakers do not feel self-conscious and segregated, and native speakers do not tune out detailed explanations that may also benefit them. Many of these traditional problem areas receive more coverage than you would find in other textbooks, arming the instructor with the material to effectively meet the needs of nonnative speakers.

Issue-Focused Thematic Grammar

In surveys, many of you indicated that one of the primary challenges in teaching your course is finding materials that are engaging to students in a contemporary context. This is especially true in grammar instruction. **Students come to the course with varying skill levels**, and many students are simply not interested in grammar. To address this challenge, we have introduced **issue-focused thematic grammar** into *The Canadian Writer's World*.

Each chapter centres on a theme that is carried out in examples and activities. These themes include topics related to popular culture and college life, psychology and health care, great discoveries and the workplace, and political intrigue and the legal world. The thematic approach enables students to broaden their awareness of subjects important to Canadian life, such as understanding advertising and consumerism and thinking about health-care issues and alternative medicine. The thematic approach makes reading about grammar more engaging. And the more engaging grammar is, the more likely students are to retain key concepts—raising their skill level in these important building blocks of writing.

We also think that it is important to teach grammar in the context of the writing process. Students should not think that grammar is an isolated exercise. Therefore, **each grammar chapter includes**

a warm-up writing activity. Students write and edit their paragraphs, paying particular attention to the grammar point covered in the chapter. The end of each grammar section also contains paragraph and essay writing topics that are related to the theme of the section and that follow different writing patterns. Suggestions are given in these chapters for readings in Part V that relate to the grammar themes.

What Tools Can Help Students Get the Most from *The Canadian Writer's World*?

Overwhelmingly, focus group participants and reviewers asked that both a larger number and a greater diversity of exercises and activities be incorporated into *The Canadian Writer's World*. In response, we have developed and tested the following learning aids in *The Canadian Writer's World*. We are confident they will help your students become better writers.

Hints In each chapter, **Hint** boxes highlight important writing and grammar points. Hints are useful for all students, but many will be particularly helpful for nonnative speakers. For example, in Chapter 12, one Hint encourages students to state an argument directly, and another points out the need to avoid circular reasoning. In Chapter 21, a Hint discusses checking for consistent voice in compound sentences. Hints include brief discussions and examples so that students will see both concept and application.

Hint **Be Direct**

You may feel reluctant to state your point of view directly. You may feel that it is impolite to do so. However, in academic writing, it is perfectly acceptable, and even desirable, to state an argument in a direct manner.

In argument writing, you can make your topic debatable by using *should*, *must*, or *ought to* in the topic sentence or thesis statement.

Although daily prayer is important for many people in Canada, it **should** not take place in the classroom.

Vocabulary Boost Throughout Part II of *The Canadian Writer's World*, Vocabulary Boost boxes give students tips to improve their use of language and to revise and edit their word choices. For example, the Vocabulary Boost in Chapter 4 asks students to replace repeated words with synonyms, and the one in Chapter 5 gives specific instructions for how to vary sentence openings. These lessons give students concrete strategies and specific advice for improving their diction.

vo·cab·u·lar·y BOOST

Using Varied Language

1. Underline the opening word of every sentence in your first draft. Check to see if some are repeated.
2. Replace repeated opening words with an adverb, such as *Usually*, *Generally*, or *Fortunately*, or a prepositional phrase, such as *On the other hand* or *Under the circumstances*. You can also begin sentences with a modifier, such as *Leaving the door open*. In other words, avoid beginning too many sentences with a noun or transitional expression.

Repeated First Words

We opened the door of the abandoned house. We looked nervously at the rotting floorboards. We thought the floor might collapse. We decided to enter. We walked carefully across the kitchen floor to the bedroom, one by one.

Variety

My cousins and I opened the door of the abandoned house. Nervously, we looked at the rotting floorboards. Leaving the door open, we decided to enter. One by one, we walked across the kitchen floor to the bedroom.

The Writer's Desk Parts I, II, and III include **The Writer's Desk** exercises that help students get used to practising all stages and steps of the writing process. As the chapter progresses, students warm up with a prewriting activity and then use specific methods for developing, organizing (using paragraph and essay plans), drafting, and, finally, revising and editing to create a final draft.

The Writer's Desk Warm Up

Think about the following questions and write the first ideas that come to your mind. Try to think of two or three ideas for each topic.

EXAMPLE:

What are some effective ways to market a product?

use colourful packaging

create a funny advertisement

give free samples

1. What are some really silly fads or fashions?
2. What are some traits of an effective leader?
3. What are some qualities that you look for in a mate?

Paragraph Patterns at Work To help students appreciate the relevance of their writing tasks, Chapters 4–12 highlight authentic writing samples from work contexts. Titled **Illustration at Work**, **Narration at Work**, and so on, this feature offers a glimpse of how people use writing patterns in different workplace settings.

Illustration at Work
 Patti Guzman is a registered nurse at a large hospital. She was invited to speak to nursing students in a local university. In the following excerpt from her speech, she gives examples to explain why a nurse must be in good physical health.

The topic sentence expresses the main idea. → **Physically, the job of a nurse is demanding.** On a daily basis, we must lift patients and move them. When patients are bedridden for prolonged periods, we must change their positions on their beds. When new patients arrive, we transfer them from stretchers to beds or from beds to wheelchairs. If patients fall, we must be able to help them stand up. If patients have difficulty walking, we must assist them. Patients who have suffered paralysis or stroke need to be lifted and supported when they are bathed and dressed. Keep in mind that some patients may be quite heavy, so the job requires a good level of physical strength.

Supporting sentences provide details and examples. →

The concluding sentence brings the paragraph to a satisfying close. →

Robert Kneschke/Shutterstock

Reflect on It Each **Reflect on It** is a chapter review exercise. Questions prompt students to recall and review what they have learned in the chapter.

REFLECT ON IT

Think about what you have learned in this chapter. If you do not know an answer, review that topic.

1. In an illustration paragraph, you _____
2. There are two ways to write illustration paragraphs. Explain each of them.
 - a. Using a series of examples: _____
 - b. Using an extended example: _____
3. List three transitional expressions that indicate an additional idea. _____

The Writer’s Room **The Writer’s Room** contains writing activities that correspond to general, college, and workplace topics. Some prompts are brief to allow students to freely form ideas, while others are expanded to give students more direction.

There is something for every student writer in this end-of-chapter feature. Students who respond well to visual cues will appreciate the photo writing exercises in **The Writer’s Room** in Part II: Paragraph Patterns. Students who learn best by hearing through collaboration will appreciate the discussion and group-work prompts in **The Writers’ Circle** section of selected **The Writer’s Rooms**. In Part III: The Essay, students can respond to thought-provoking quotations. To help students see how grammar is not isolated from the writing process, there are also **The Writer’s Room** activities at the end of Sections 1 to 8 in Part IV: The Editing Handbook.

The Writer’s Room

Choose one of the following topics, and write a paragraph or an essay. Remember to follow the writing process.

1. Have you ever been to an acupuncturist, a massage therapist, a naturopath, a homeopath, or any other alternative healing practitioner? Describe the treatment that you received.
2. Do you have a scar, or have you ever had an accident? Explain what happened.
3. Right now, millions of Americans are uninsured for medical care. Should the government of the United States provide health care for all citizens, just as Canada and many European nations do? Why or why not?
4. Should terminally ill patients have the right to die? What are the possible problems if euthanasia is legalized? Write about euthanasia.



The Writers’ Circle

Collaborative Activity

Work with a group of students on the following activity.

STEP 1 Write down adjectives, adverbs, and phrases that describe the following people.

EXAMPLE: A good boss: honest, listens well, supportive

a. A good doctor: _____

b. A bad doctor: _____

STEP 2 Rank the qualities from most important to least important.

STEP 3 As a team, write a paragraph about doctors. Compare the good with the bad.

STEP 4 When you finish writing, edit your paragraph and ensure that you have written all the adjectives and adverbs correctly.

The Canadian Writer’s World eText Accessed through MyWritingLab (www.MyWritingLab.com), students now have the eText for *The Canadian Writer’s World* at their fingertips while completing the various exercises and activities with MyWritingLab. Students can highlight important material and add notes to any section for further reflection and/or study throughout the semester.

New to the Second Canadian Edition

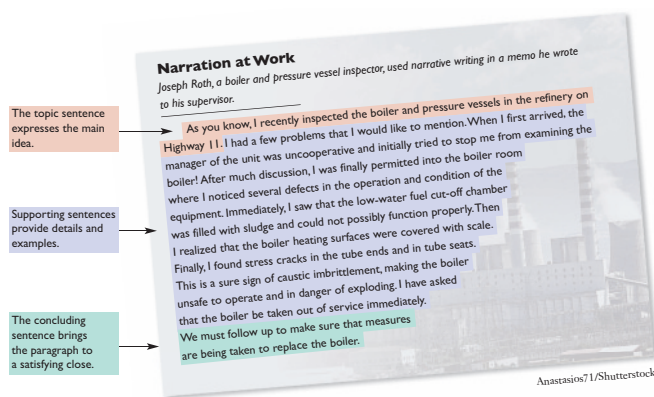
Visualizing the Mode

Chapters 4–12 cover nine paragraph patterns. To help students visualize how to use each pattern, they complete a Visualizing activity. For example, in Chapter 4, Visualizing Illustration includes the topic sentence “Some workers risk their lives daily . . .” Photos of workers, including a high-rise window cleaner, an electrician, a fisherman, and police officers, are shown. Chapter 8 includes the topic statement “Timeless fashions remain popular and will not go out of style.” Students see images of a bobbed haircut,

a little black dress, and a classic black suit. These visual examples help students get an overview of the paragraph mode.

Annotations for At Work Paragraphs

In Chapters 4–12, each paragraph pattern includes a real-world example. Each of the At Work paragraphs now contains callouts pointing out the paragraph’s key features: the topic sentence, the supporting ideas, and the concluding sentence.



New Photos

Several new opening photos and photo writing prompts appear throughout the book. Each grammar chapter has an opening photo that helps to show the thematic content.

Media Writing

Every paragraph pattern chapter now ends with a media writing activity. Students are invited to view a television program, film, or online video and to use the content as a writing prompt.

Updated High-Interest Paragraph Models and Practices

Throughout the book, you will notice new examples, sample paragraphs, writing practices, The Writer’s Desk topics, and grammar practices. In fact, to make the content more topical and appealing, roughly 30 percent of the book’s content has been updated.

The Writers’ Exchange

The Writers’ Exchange opens each Part II chapter to give students an activity they can work on together

that will help them understand a writing pattern. These collaborative activities also help students build confidence about their knowledge before having to apply it in writing. The Writers’ Exchanges are particularly helpful for students who like to listen to acquire knowledge.

Expanded Research Coverage

Chapter 15, “Enhancing Your Writing with Research,” has coverage on gathering information using library and Internet sources, as well as expanded coverage of evaluating sources. The discussions of paraphrasing and summarizing have been expanded, and the Works Cited information has been revised. A new sample student paper on e-sports is annotated with comments about MLA style and formatting.

Thematic Organization in Part Five

The thematic organization in Part V groups readings into four broad categories: Popular Culture and College Life, Psychology and Health Care, Great Discoveries and the Workplace, and Political Intrigue and the Legal World. Eleven new readings update the selections with multicultural perspectives and high-interest topics.

Readings Listed by Rhetorical Mode

The Part V readings are grouped in the table of contents by theme and on the Part V opener by theme and dominant writing pattern. A new table of contents has been added directly after the regular table of contents so that you can see which readings are organized in whole or in part by the various rhetorical modes.

Supplements

Annotated Instructor’s Edition

The Annotated Instructor’s Edition is a collection of teaching tips available to instructors electronically in the eText within MyWritingLab. By clicking on the “i” icons in the eText, instructors can access hundreds of tips to help them teach using The Canadian Writer’s World. (Students who view the eText will not see the instructor icons and content; this content is available only within instructor accounts.) The Annotated Instructor’s Edition also includes over 75 ESL teaching tips. Many of these

were derived from the author's firsthand experience teaching nonnative speakers in the classroom, while others have been suggested by users of *The Canadian Writer's World* and 16 experts in the field of English language training.

MyWritingLab

MyWritingLab is a state-of-the-art interactive and instructive solution designed to help students meet the challenges of their writing courses and to assist them in all their future writing. MyWritingLab provides access to a wealth of resources, all geared to meet students' learning needs.

MyWritingLab will give users access to the **Pearson eText**. The eText gives students access to the text whenever and wherever they have access to the Internet. eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes, highlight text in different colours, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and see the text in single-page and two-page views.

Learning Solutions Managers

Pearson's Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Education sales representative can provide you with more details on this service program.

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CourseSmart is a new way for instructors and students to access textbooks online anytime, from anywhere. With thousands of titles across hundreds of courses, CourseSmart helps instructors choose the best textbook for their class and give their students a new option for buying the assigned textbook as a lower cost eTextbook. For more information, visit www.coursesmart.com.

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Rhonda Sandberg

A Note to Students

Your knowledge, ideas, and opinions are important. The ability to clearly communicate those ideas

is invaluable in your personal, academic, and professional life. When your writing is error-free, readers will focus on your message, and you will be able to persuade, inform, entertain, or inspire them. *The Canadian Writer's World* includes strategies that will help you improve your written communication. Quite simply, when you become a better writer, you become a better communicator. It is our greatest wish for this book to make you excited about writing, communicating, and learning.

Enjoy!

Call for Student Writing!

Do you want to be published in *The Canadian Writer's World*? Send your paragraphs and essays to us along with your complete contact information. If your work is selected to appear in the next edition of *The Canadian Writer's World*, you will receive an honorarium, credit for your work, and a copy of the book!

Lynne Gaetz
Suneeti Phadke
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