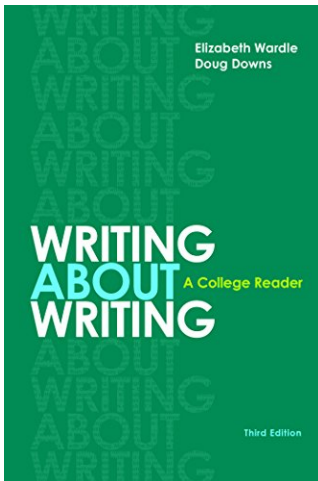


[PDF] Writing About Writing: A College Reader

Elizabeth Wardle, Douglas Downs - pdf download free book



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Description:

A milestone in the field of composition, *Writing about Writing* continues to be the only textbook to provide an approach that makes writing studies the center of the introductory writing course. Based on Wardle and Downs's research and organized around major threshold concepts of writing, this groundbreaking book empowers students in all majors by showing them how to draw on what they know and engage with ongoing conversations about writing and literacy. The accessible writing studies research in *Writing about Writing* includes foundational research by scholars such as Nancy Sommers and Donald Murray, popular commentary on writing by authors such as Malcolm X and Anne Lamott, and emerging research from both scholars and

student writers. Accessible explanations, scaffolded activities, and thoughtful questions help students connect to the readings and transfer their writing-related skills from first-year composition to writing situations in other college courses, work, and their everyday lives.

The third edition makes studying writing even more accessible and teachable, with a new overview of rhetoric, a stronger focus on key threshold concepts, scaffolded reading guidance for challenging selections, and a new section in the instructor's manual with responses to frequently asked questions.

The conversation on writing about writing continues on the authors' blog, Write On: Notes on Writing about Writing (a channel on Bedford Bits, the Bedford/St. Martin's blog for teachers of writing). Go to community.macmillan.com.

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Elizabeth Wardle Doug Downs. Writing about Writing A College Reader. 01_WAR_3694_FM_i_xxiv.indd i. 27/11/13 5:51 PM. Features of Writing about Writing, Second Edition Topics That Matter to Writers Writing about Writing is organized around concepts and principles from Writing Studies with which we think students should become familiar: how texts in general and ideas about writing in particular are constructed; what writing processes are and how they work; what "literacy" means and how people become literate (or multiliterate); how communities use and are shaped by discourse; and how writers can gain authority when writing in college. These issues are framed in the text as questions, each of which forms the COLLEGE WRITING A Personal Approach to Academic Writing Third Edition Toby Fulwiler Boynton/Cook Patterns for College Writing: A Rhetorical Reader and Guide. 1,123 Pages 2016 15.09 MB 6,926 Downloads New! ISBN-13: 978-1319056643 ISBN-10: 1319056644 Patterns for College Writing: A Rhetorical Reader Reading & Writing Skill Builders Reading & Writing Reading & Writing Skill Builders. 80 Pages 2010 2.2 MB 47,079 Downloads. Our lives as readers and writers would make a lot more sense if we could see these misconceptions for what they are. Writers construct words and images to develop ideas. Who we are bleeds into our texts even if we strive to write "objectively" or "factually." Different readers bring different experiences and understandings to texts and, as a result, they construct various meanings from WRITING them. Many of the things we A College Reader believe about writing are constructs. Our thinking about plagiarism is a set of ideas WRITING we've built up over time, rather than the only way of thinking about correct ways of using source material. The concept of error is not natural or inevitable rather, it's a concept that was at some point created by people with a particular set of values. Section II College Writing. 53. 5 Writing in the Academic Community. The rhetorical purpose of most writing is persuasive: you want to make your reader believe that what you say is true. However, different kinds of writing convey truth in different ways. If your purpose is to explain, report, denounce, or describe, then your language is most effective when it is clear, direct, unbiased, and neutral in tone. Third, teachers often ask you to write about subjects you have no particular interest in or worse, to write about their favorite topics! Finally, teachers usually know more about the subject of your paper than you do because they are the experts in the field, which puts you in a difficult spot: You end up writing to prove how much you know more than to share something new with them.