

Along These Lines

Writing Paragraphs and Essays

with Writing from Reading Strategies

Eighth Edition

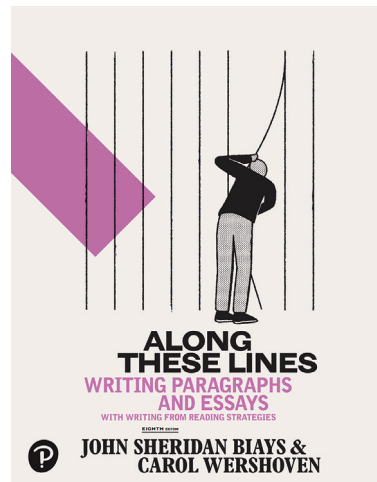
Annotated Instructor's Edition

John Sheridan Biays, professor emeritus of English

Broward College

Carol Wershoven, professor emerita of English

Palm Beach State College



Pearson

330 Hudson street, New York, NY 10013

This work is solely for the use of instructors and administrators for the purpose of teaching courses and assessing student learning. Unauthorized dissemination, publication or sale of the work, in whole or in part (including posting on the internet) will destroy the integrity of the work and is strictly prohibited.

Vice President, Portfolio Management:

Chris Hoag

Editorial Assistant: Andres Maldonado

Marketing Manager: Roxanne McCarley

Product Marketing Coordinator: Erin Rush

Managing Editor: Joanne Dauksewicz

Development Editor: Nancy Doherty Schmitt

Project Coordination, Text Design,

and Electronic Page Makeup: Integra Software Services

Cover Designer: Pentagram

Cover Illustration: Christopher DeLorenzo

Manufacturing Buyer: Roy L. Pickering, Jr.

Printer/Binder: LSC Willard

Cover Printer: Phoenix Color/Hagerstown

Acknowledgments of third-party content appear on page[s] 633–634, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and MYWRITINGLAB are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Biays, John Sheridan, author. | Wershoven, Carol, author.

Title: Along these lines: writing sentences and paragraphs with writing from reading strategies/John Sheridan Biays, professor emeritus of English, Broward College, Carol Wershoven, professor emerita of English, Palm Beach State College.

Description: Eighth edition. | Boston: Pearson Education, Inc., [2016] |

Series: PEARSON, ALWAYS LEARNING, and MYWRITINGLAB

Identifiers: LCCN 2017056503 | ISBN 9780134758909 (student edition) | ISBN 0321984013 (student edition) | ISBN 9780321991232 (A la Carte) | ISBN 0321991230 (A la Carte)

Subjects: LCSH: English language—Sentences. | English language—Paragraphs. | English language—Rhetoric. | College readers.

Classification: LCC PE1408 .B4933 2016b | DDC 808/.042—dc23

LC record available at <https://lccn.loc.gov/2017056503>

Copyright © 2019, 2016, 2012 by Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

1 17



www.pearsonhighered.com

Annotated Instructor's Edition

ISBN 10: 0-134-77173-7

ISBN 13: 978-0-13477173-1

Student Edition

ISBN 10: 0-134-75890-0

ISBN 13: 978-0-13475890-9

Loose-leaf Edition

ISBN 10: 0-134-77661-5

ISBN 13: 978-0-13477661-3

Contents

Preface for Instructors xiii

Writing in Stages: The Process Approach 1

Learning by Doing 1
Steps Make Writing Easier 1

CHAPTER 1 Writing a Paragraph 2

What is the Role of a Paragraph? 2

PREWRITING A Paragraph 3

Freewriting, Brainstorming, and Keeping a Journal 3
Finding Specific Ideas 5
Critical Thinking and the Writing Process 6
Selecting One Topic 6
Adding Details to a Specific Topic 8
Focusing the Prewriting 11
Listing Related Ideas 11
Mapping 12
Forming a Topic Sentence 12
Writing Good Topic Sentences 13
Focusing the Prewriting: A Summary 14

PLANNING A Paragraph 19

Checking Your Details 19
Adding Details When There are Not Enough 19
Eliminating Details That Do Not Relate to the Topic Sentence 20
From List to Outline 20
Coherence: Putting Your Details in Proper Order 22

DRAFTING AND REVISING A Paragraph 25

Drafting a Paragraph 25
Revising 26

EDITING AND PROOFREADING A Paragraph 28

Proofreading 30
Giving Your Paragraph a Title 30
The Final Version of a Paragraph 30
Reviewing the Writing Process 30
Lines of Detail: A Walk-Through Assignment 32
Topics for Writing a Paragraph 34
Topics for Critical Thinking and Writing 36

CHAPTER 2 Illustration 37

What Is Illustration? 37

Hints for Writing an Illustration Paragraph 38

Writing the Illustration Paragraph in Steps 40

PREWRITING Illustration 40

Adding Details to an Idea 41
Creating a Topic Sentence 42

PLANNING Illustration 45

DRAFTING AND REVISING Illustration 48

Transitions 48

EDITING AND PROOFREADING Illustration 51

Lines of Detail: A Walk-Through Assignment 53
Topics for Writing an Illustration Paragraph 54
Topics for Critical Thinking and Writing 55

CHAPTER 3 Description 56

What is Description? 56

Hints for Writing a Descriptive Paragraph 56

Using Specific Words and Phrases 56
Using Sense Words in Your Descriptions 59

Writing the Descriptive Paragraph in Steps 61

PREWRITING Description 61

The Dominant Impression 62

PLANNING Description 64

DRAFTING AND REVISING Description 69

Transitions 71

EDITING AND PROOFREADING Description 73

Lines of Detail: A Walk-Through Assignment 75
Topics for Writing a Descriptive Paragraph 76
Topics for Critical Thinking and Writing 77

CHAPTER 4 Narration 78

What is Narration? 78

Give the Narrative a Point 79
Hints for Writing a Narrative Paragraph 82
Using a Speaker's Exact Words in a Narrative 83

Writing the Narrative Paragraph in Steps 84

iv Contents

PREWRITING Narration 84
Freewriting for a Narrative Topic 85
Narrowing and Selecting a Suitable Narrative Topic 85

PLANNING Narration 88

DRAFTING AND REVISING Narration 91
Revising for Sharper Details 91
Checking the Topic Sentence 92
Using Transitions Effectively in Narration 94
A Revised Draft 94

EDITING AND PROOFREADING Narration 96

Final Version of Your Narrative Paragraph 97
Lines of Detail: A Walk-Through Assignment 98
Topics for Writing a Narrative Paragraph 99
Topics for Critical Thinking and Writing 100

CHAPTER 5 Process 101

What Is Process? 101
A Process Involves Steps in Time Order 102
Hints for Writing a Process Paragraph 102

Writing the Process Paragraph in Steps 104

PREWRITING Process 104

Writing a Topic Sentence for a Process Paragraph 105

PLANNING Process 106

DRAFTING AND REVISING Process 111

Using Transitions Effectively 111
A Revised Draft 112
Using the Same Grammatical Person 113

EDITING AND PROOFREADING Process 114

Preparing Your Final Version 116
Lines of Detail: A Walk-Through Assignment 117
Topics for Writing a Process Paragraph 118
Topics for Critical Thinking and Writing 119

CHAPTER 6 Comparison and Contrast 121

What Is Comparison? What Is Contrast? 121
Hints for Writing a Comparison or Contrast Paragraph 122
Organizing Your Comparison or Contrast Paragraph 124
Using Transitions Effectively for Comparison or Contrast 127

Writing the Comparison or Contrast Paragraph in Steps 129

PREWRITING Comparison or Contrast 129

Getting Points of Comparison or Contrast 129
Adding Details to Your Points 131

PLANNING Comparison or Contrast 133

DRAFTING AND REVISING Comparison or Contrast 138

A Sample Revised Draft 138

EDITING AND PROOFREADING Comparison or Contrast 140

Contrast Paragraph: Point-by-Point Pattern 140
The Same Contrast Paragraph: Subject-by-Subject Pattern 142
Lines of Detail: A Walk-Through Assignment 145
Topics for Writing a Comparison or a Contrast Paragraph 146
Topics for Critical Thinking and Writing 147

CHAPTER 7 Classification 148

What Is Classification? 148
Hints for Writing a Classification Paragraph 149

Writing the Classification Paragraph in Steps 151

PREWRITING Classification 151

Brainstorming a Basis for Classification 151
Matching the Points within the Categories 152
Writing a Topic Sentence for a Classification Paragraph 153

PLANNING Classification 154

Effective Order in Classifying 154

DRAFTING AND REVISING Classification 157

Transitions in Classification 157

EDITING AND PROOFREADING

Classification 159

Lines of Detail: A Walk-Through Assignment 161
Topics for Writing a Classification Paragraph 162
Topics for Critical Thinking and Writing 163

CHAPTER 8 Definition 164

What Is Definition? 164
Hints for Writing a Definition Paragraph 165

Writing the Definition Paragraph in Steps 168

PREWRITING Definition 168

Using Questions to Get Details 169
The Topic Sentence 169

PLANNING Definition 171

DRAFTING AND REVISING Definition 174

Transitions 175
A Sample Draft 175

EDITING AND PROOFREADING Definition 179

Lines of Detail: A Walk-Through
Assignment 182
Topics for Writing a Definition Paragraph 183
Topics for Critical Thinking and Writing 184

CHAPTER 9 Cause and Effect 185

What Is Cause and Effect? 185
Hints for Writing a Cause or Effect
Paragraph 186

Writing the Cause or Effect Paragraph in Steps 188

PREWRITING Cause or Effect 188

Freewriting on a Topic 188
Devising a Topic Sentence 190

PLANNING Cause or Effect 192

The Order of Causes or Effects 193

DRAFTING AND REVISING Cause or Effect 195

Linking Ideas in Cause or Effect 196
Making the Links Clear 196
Revising the Draft 196

EDITING AND PROOFREADING Cause or Effect 198

Lines of Detail: A Walk-Through
Assignment 202
Topics for Writing a Cause or Effect
Paragraph 202
Topics for Critical Thinking and Writing 204

CHAPTER 10 Argument 205

What Is Argument? 205
Hints for Writing an Argument Paragraph 206

Writing the Argument Paragraph in Steps 209

PREWRITING Argument 209

Grouping Your Ideas 210

PLANNING Argument 212

The Order of Reasons in an Argument 212

DRAFTING AND REVISING Argument 215

Checking Your Reasons 216
Explaining the Problem or the Issue 216
Transitions That Emphasize Your Reasons and
Introduce Opposing Viewpoints 216
Revising a Draft 217

EDITING AND PROOFREADING Argument 219

Lines of Detail: A Walk-Through Assignment 222

Topics for Writing an Argument Paragraph 223
Topics for Critical Thinking and Writing 224

CHAPTER 11 Writing an Essay 226

What Is an Essay? 226

Comparing the Single Paragraph and the
Essay 227

Organizing an Essay 228

Writing the Thesis 228
Hints for Writing a Thesis 229

Writing the Essay in Steps 231

PREWRITING An Essay 231

Listing Ideas 232
Clustering the Ideas 232

PLANNING An Essay 234

Hints for Outlining 235
Revisiting the Prewriting Stage 237

DRAFTING AND REVISING An Essay 240

Writing the Introduction 240

Where Does the Thesis Go? 240
Hints for Writing the Introduction 240

Writing the Body of the Essay 243

How Long Are the Body Paragraphs? 243
Developing the Body Paragraphs 243

Writing the Conclusion 245

Revising the Draft 246

Transitions within Paragraphs 247
Transitions between Paragraphs 247
A Draft Essay 249

EDITING AND PROOFREADING An Essay 254

Creating a Title 254
The Final Version of an Essay 255
Lines of Detail: A Walk-Through
Assignment 257
Topics for Writing an Essay 258
Topics for Critical Thinking and Writing 260

**CHAPTER 12 Different Essay Patterns:
Part One 261**

Illustration 262

Hints for Writing an Illustration Essay 262

Writing the Illustration Essay in Steps 263

PREWRITING Illustration Essay 263

PLANNING Illustration Essay 263

**DRAFTING AND REVISING Illustration
Essay 265**

EDITING AND PROOFREADING Illustration Essay 266	EDITING AND PROOFREADING Contrast Essay 291
Topics for Writing an Illustration Essay 268	Topics for Writing a Comparison or Contrast Essay 292
Topics for Critical Thinking and Writing 269	Topics for Critical Thinking and Writing 293
Description 269	
Hints for Writing a Descriptive Essay 269	
Writing the Descriptive Essay in Steps 270	
PREWRITING Descriptive Essay 270	
PLANNING Descriptive Essay 270	
DRAFTING AND REVISING Descriptive Essay 271	
EDITING AND PROOFREADING Descriptive Essay 273	
Topics for Writing a Descriptive Essay 274	
Topics for Critical Thinking and Writing 274	
Narration 275	
Hints for Writing a Narrative Essay 275	
Writing the Narrative Essay in Steps 275	
PREWRITING Narrative Essay 275	
PLANNING Narrative Essay 276	
DRAFTING AND REVISING Narrative Essay 277	
EDITING AND PROOFREADING Narrative Essay 278	
Topics for Writing a Narrative Essay 279	
Topics for Critical Thinking and Writing 279	
Process 280	
Hints for Writing a Process Essay 280	
Writing the Process Essay in Steps 281	
PREWRITING Process Essay 281	
PLANNING Process Essay 281	
DRAFTING AND REVISING Process Essay 283	
EDITING AND PROOFREADING Process Essay 284	
Topics for Writing a Process Essay 285	
Topics for Critical Thinking and Writing 286	
Comparison and Contrast 286	
Hints for Writing a Comparison or Contrast Essay 286	
Writing the Comparison or Contrast Essay in Steps 287	
PREWRITING Comparison or Contrast Essay 287	
Getting Points of Comparison or Contrast 287	
PLANNING Contrast Essay 288	
DRAFTING AND REVISING Contrast Essay 289	
CHAPTER 13 Different Essay Patterns: Part Two 294	
Classification 295	
Hints for Writing a Classification Essay 295	
Writing the Classification Essay in Steps 295	
PREWRITING Classification Essay 295	
PLANNING Classification Essay 296	
DRAFTING AND REVISING Classification Essay 297	
EDITING AND PROOFREADING Classification Essay 298	
Topics for Writing a Classification Essay 300	
Topics for Critical Thinking and Writing 300	
Definition 301	
Hints for Writing a Definition Essay 301	
Writing the Definition Essay in Steps 301	
PREWRITING Definition Essay 301	
PLANNING Definition Essay 303	
DRAFTING AND REVISING Definition Essay 304	
EDITING AND PROOFREADING Definition Essay 305	
Topics for Writing a Definition Essay 306	
Topics for Critical Thinking and Writing 307	
Cause and Effect 307	
Hints for Writing a Cause or Effect Essay 307	
Writing the Cause or Effect Essay in Steps 308	
PREWRITING Cause or Effect Essay 308	
PLANNING Effects Essay 309	
DRAFTING AND REVISING Effects Essay 310	
EDITING AND PROOFREADING Effects Essay 312	
Topics for Writing a Cause or Effect Essay 313	
Topics for Critical Thinking and Writing 313	
Argument 314	
Hints for Writing an Argument Essay 314	
Writing the Argument Essay in Steps 315	
PREWRITING Argument Essay 315	

- PLANNING** Argument Essay 316
- DRAFTING AND REVISING** Argument Essay 318
- EDITING AND PROOFREADING** Argument Essay 319
- Topics for Writing an Argument Essay 321
- Topics for Critical Thinking and Writing 322
- The Multipattern Essay 322**
- Hints for Writing a Multipattern Essay 322
- Writing the Multipattern Essay in Steps 323**
- PREWRITING** Multipattern Essay on Pine River 323
- Organizing Your Ideas for a Multipattern Essay 323
- PLANNING** Multipattern Essay on Pine River 324
- DRAFTING AND REVISING** Multipattern Essay on Pine River 326
- EDITING AND PROOFREADING** Multipattern Essay on Pine River 327
- Another Example of the Multipattern Essay 328**
- PREWRITING** Multipattern Essay on One Family's Fight Against Agoraphobia 329
- PLANNING** Multipattern Essay on One Family's Fight Against Agoraphobia 330
- DRAFTING AND REVISING** Multipattern Essay on One Family's Fight Against Agoraphobia 331
- EDITING AND PROOFREADING** Multipattern Essay on One Family's Fight Against Agoraphobia 332
- Topics for Writing a Multipattern Essay 334
- Topics for Critical Thinking and Writing a Multipattern Essay 334
- CHAPTER 14 Using Research to Strengthen Essays 335**
- The Roles of Research 335**
- Starting with a Basic Outline and Essay 336
- An Essay without Research 337
- Finding Research to Strengthen Essays 338**
- Locating Material in Your College Library 338
- Checking for Validity of Sources 338
- The Paarc Test 339
- Incorporating and Acknowledging Your Sources 340**
- Gathering and Organizing Sources 340
- Taking Notes and Acknowledging Your Sources 340
- Using Sources 341
- Avoiding Plagiarism 341
- Options for Acknowledging Your Sources: MLA Format 342
- Signal Verbs and Signal Phrases 343
- Documenting Information from a Source with an Unknown Author 343
- Works Cited Entries: MLA Format (Eighth Edition) 345**
- A General Primer 345
- Order of Information of Core Elements in a Works Cited Entry 346
- Basic Formatting of Core Elements in a Works Cited Entry 346
- Common Examples of Print Sources in Works Cited 347**
- Books 347
- Periodicals 348
- Common Examples of Online Sources in Works Cited 349**
- Web Sites 349
- Online Periodicals 349
- Common Examples of Sources from Subscription Services in Works Cited 350**
- Incorporating Research into Your Outline 352**
- A Draft of an Essay with Research 353
- Preparing the Final Version of an Essay With Research 355**
- Making Final Changes and Refinements 355
- More Options for Acknowledging Your Sources: APA Format 359
- Reference List Entries: APA Format 361**
- Key Components of a Reference List Entry 361
- Basic Formatting of a Reference List Entry 362
- Common Examples of Print Sources in a Reference List 362**
- Common Examples of Online Sources in a Reference List 363**
- CHAPTER 15 Writing from Reading 365**
- What is Writing from Reading? 365**
- Prereading 366
- Reading 367
- Rereading With a Pen or Pencil 367**
- An Example of Rereading with a Pen or Pencil 368
- What the Notes Mean 369
- A Sample Summary 370**
- Writing a Reaction to a Reading 370**
- The Role of Critical Thinking 371**
- Developing Points of Agreement or Disagreement 371**
- Writing on a Related Idea 372**

Grammar for Writers 373

- Overview 373
- Using “Grammar for Writers” 373

CHAPTER 16 The Simple Sentence 374

- Recognizing a Sentence 374
- Recognizing Verbs 375
 - More on Verbs 375
- Recognizing Subjects 376
 - More about Recognizing Subjects and Verbs 377
- Prepositions and Prepositional Phrases 378
- Word Order 379
 - More on Word Order 381
 - Word Order in Questions 381
- Words Often Confused as Verbs 382
 - Words that Cannot Be Verbs 382
 - Recognizing Main Verbs 382
 - Verb Forms That Cannot Be Main Verbs 383
- Chapter Test The Simple Sentence 389

CHAPTER 17 Beyond the Simple Sentence: Coordination 390

- Avoiding Simple Sentences 390
- Options for Combining Simple Sentences 391
 - Option 1: Using a Comma with a Coordinating Conjunction 391
 - Where Does the Comma Go? 392
 - Placing the Comma by Using Subject–Verb (S–V) Patterns 393
 - Option 2: Using a Semicolon Between Two Simple Sentences 396
 - Option 3: Using a Semicolon and a Conjunctive Adverb 397
 - Punctuating after a Conjunctive Adverb 397
- Chapter Test Beyond the Simple Sentence: Coordination 402

CHAPTER 18 Avoiding Run-on Sentences and Comma Splices 404

- Run-On Sentences 404
- Steps for Correcting Run-On Sentences 405
- Comma Splices 407
- Steps for Correcting Comma Splices 408
- Chapter Test Avoiding Run-on Sentences and Comma Splices 411

CHAPTER 19 Beyond the Simple Sentence: Subordination 412

- More on Combining Simple Sentences 413
 - Option 4: Using a Dependent Clause to Begin a Sentence 413
 - Option 5: Using A Dependent Clause To End A Sentence 413
- Using Subordinating Conjunctions 414
- Punctuating Complex Sentences 416
- Summary of Options for Combining Sentences 417
- Chapter Test Coordination and Subordination 422

CHAPTER 20 Avoiding Sentence Fragments 423

- Avoiding Sentence Fragments 423
- Recognizing Fragments: Step 1 424
- Recognizing Fragments: Step 2 425
- Correcting Fragments 427
- Chapter Test Avoiding Sentence Fragments 430

CHAPTER 21 Using Parallelism in Sentences 431

- What is Parallelism? 431
- Achieving Parallelism 432
- Chapter Test Using Parallelism in Sentences 438

CHAPTER 22 Using Adjectives and Adverbs 439

- What Are Adjectives? 440
- Adjectives: Multiple Adjective Word Order 440
- Adjectives: Comparative and Superlative Forms 441
- What are Adverbs? 443
- Hints About Adjectives and Adverbs 444
 - Do Not Confuse *Good* and *Well* or *Bad* and *Badly* 444
 - Not More + *-er* or Most + *-est* 445
 - Use *Than*, Not *Then*, in Comparisons 445
 - When Do I Need a Comma between Adjectives? 446
- Chapter Test Using Adjectives and Adverbs 447

CHAPTER 23 Correcting Problems with Modifiers 448

- What are Modifiers? 448
- Correcting Misplaced Modifiers 449

- Correcting Dangling Modifiers 452
- Reviewing The Steps and The Solutions 454
- Chapter Test Correcting Problems with Modifiers 456

CHAPTER 24 Using Verbs Correctly: Standard Verb Forms, Irregular Verbs, Consistency, and Voice 457

- The Role of Verbs 457
- The Present Tense 458
- The Past Tense 459
- The Four Main Forms of a Verb: Present, Past, Present Participle, and Past Participle 460
- Irregular Verbs 461
 - The Past Tense Of *Be*, *Have*, and *Do* 462
 - More Irregular Verb Forms 463
- Section Test Using Verbs Correctly 466
- Consistent Verb Tenses 467
- The Present Perfect Tense 470
- The Past Perfect Tense 471
- Passive and Active Voice 472
 - Avoiding Unnecessary Shifts in Voice 474
- Other Common Mistakes with Verbs 475
- Section Test Verbs: Consistency and Voice 477
- Chapter Test Using Verbs Correctly: Standard Verb Forms, Irregular Verbs, Consistency, and Voice 478

CHAPTER 25 Making Subjects and Verbs Agree 479

- Subjects and Verbs: Singular vs. Plural 480
- Pronouns as Subjects 481
- Special Problems with Agreement 482
 - Finding The Subject 482
 - Changed Word Order 484
- Compound Subjects 485
- Indefinite Pronouns 486
- Collective Nouns 487
- Making Subjects and Verbs Agree: The Bottom Line 488
- Chapter Test Making Subjects and Verbs Agree 490

CHAPTER 26 Using Pronouns Correctly: Agreement and Reference 492

- Nouns and Pronouns 492
- Agreement of a Pronoun and its Antecedent 493

- Indefinite Pronouns 494
 - Avoiding Gender Bias 494
- Collective Nouns 495
- Pronouns and their Antecedents: Being Clear 498
- Chapter Test Using Pronouns Correctly: Agreement and Reference 500

CHAPTER 27 Using Pronouns Correctly: Consistency and Case 501

- Points of View and Pronoun Consistency 501
- Choosing the Case of Pronouns 504
 - Rules for Choosing the Case of Pronouns 504
 - Pronoun Case in a Related Group of Words 504
- Common Errors with the Case of Pronouns 505
- Chapter Test Using Pronouns Correctly: Consistency and Case 508

CHAPTER 28 Punctuation 509

- The Period 509
- The Question Mark 510
- Section Test Punctuation: The Period and the Question Mark 512
- The Comma 512
 - Use a Comma as a Lister 512
 - Use a Comma as a Linker 513
 - Use a Comma as an Introducer 514
 - Use a Comma as an Inserter 514
 - Other Ways to Use a Comma 516
- Section Test Punctuation: The Comma 518
- The Semicolon 519
- The Colon 520
- Section Test Punctuation: The Semicolon and the Colon 523
- The Apostrophe 523
- Section Test Punctuation: The Apostrophe 526
- The Exclamation Mark 527
- The Dash 527
- Parentheses 527
- The Hyphen 528
- Quotation Marks 528
- Capital Letters 529
- Numbers 532
- Abbreviations 532
- Section Test Other Punctuation 533
- Chapter Test Punctuation 535

CHAPTER 29 Spelling 536

- Vowels And Consonants 536
- Spelling Rule 1: Doubling a Final Consonant 537
- Spelling Rule 2: Dropping the Final *e* 537
- Spelling Rule 3: Changing the Final *y* To *i* 538
- Spelling Rule 4: Adding *s* or *es* 538
- Spelling Rule 5: Using *ie* or *ei* 539
- Do You Spell it as One Word or Two? 540
- A List Of Commonly Misspelled Words 542

CHAPTER 30 Words that Sound Alike/Look Alike 545

- Words That Sound Alike/Look Alike 545
- More Words That Sound Alike/Look Alike 551

CHAPTER 31 Word Choice 562

- Precise Language 562
- Wordiness 563
- Clichés 566
- Slang 568

CHAPTER 32 Sentence Variety 572

- Balancing Long and Short Sentences 572
- Using Different Ways to Begin Sentences 574
 - Begin with an Adverb 575
 - Begin with a Prepositional Phrase 575
- Using Different Ways to Join Ideas 576
 - Use an *-ing* Modifier 576
 - Use an *-ed* Modifier 578
 - Use an Appositive 579
 - Use a *Who, Which, or That* Clause 580

Appendix: Readings for Writers 583

- The Writing Process: “Getting Carded” by David Migoya 583
 - Reading Comprehension 585
 - Discussion Prompts/Writing Options 585
 - Topics for Critical Thinking and Writing 586
- Illustration: “Fake News, Echo Chambers, and Filter Bubbles: Under-researched and Overhyped” by William Dutton 587
 - Reading Comprehension 589
 - Discussion Prompts/Writing Options 589

- Topics for Critical Thinking and Writing 590
- Description: “Coming Home Again” by Chang-Rae Lee 591
 - Reading Comprehension 592
 - Discussion Prompts/Writing Options 592
 - Topics for Critical Thinking and Writing 593
- Narration: “Field of Dreams: From Farm Work to Medical Work” by Alfredo Quiñones-Hinojosa 594
 - Reading Comprehension 597
 - Discussion Prompts/Writing Options 598
 - Topics for Critical Thinking and Writing 598
- Process: “How to Tell a Story: An Essay on Humorous Storytelling” by Mark Twain 599
 - Reading Comprehension 600
 - Discussion Prompts/Writing Options 600
 - Topics for Critical Thinking and Writing 601
- Comparison and Contrast: “A New Game Plan” by Lisa Bennett 602
 - Reading Comprehension 604
 - Discussion Prompts/Writing Options 604
 - Topics for Critical Thinking and Writing 604
- Classification: “First Generation? Second? For Immigrants and Their Children, a Question with Meaning” by Rupa Shenoy 606
 - Reading Comprehension 608
 - Discussion Prompts/Writing Options 608
 - Topics for Critical Thinking and Writing 608
- Definition: “Be Cool to the Pizza Dude” by Sarah Adams 609
 - Reading Comprehension 610
 - Discussion Prompts/Writing Options 610
 - Topics for Critical Thinking and Writing 611
- Definition: “Mysterious Connections that Link Us Together” by Azar Nafisi 612
 - Reading Comprehension 613
 - Discussion Prompts/Writing Options 613
 - Topics for Critical Thinking and Writing 614
- Cause and Effect: “Why Do We Binge-Watch Television Shows?” by Alia Al-Chalabi 615
 - Reading Comprehension 616
 - Discussion Prompts/Writing Options 616
 - Topics for Critical Thinking and Writing 617
- Argument: “How Not to Be Alone” by Jonathan Safran Foer 618
 - Reading Comprehension 620
 - Discussion Prompts/Writing Options 621
 - Topics for Critical Thinking and Writing 621
- The Multipattern Essay: “Grit, Determination, and Four Friends Laughing” by Robin Vincent 622
 - Reading Comprehension 624
 - Discussion Prompts/Writing Options 624

Topics for Critical Thinking and Writing 625

The Multipattern Essay: “Roaring Waves of Fire” by Christi Lester 626

 Reading Comprehension 627

 Discussion Prompts/Writing Options 628

 Topics for Critical Thinking and Writing 628

The Multipattern Essay: “Lines of Spines: What Is a Library?” by Tim Gorichanaz 629

 Reading Comprehension 631

 Discussion Prompts/Writing Options 631

 Topics for Critical Thinking and Writing 631

Credits 633

Index 000

Photo-Based Writing Topics

 Writing a Paragraph 35

 Illustration 54

 Description 77

 Narration 100

 Process 119

 Comparison and Contrast 146

 Classification 162

 Definition 184

 Cause and Effect 203

 Argument 224

 Writing an Essay 259



Preface for Instructors

Students need more help than ever in becoming proficient writers and effective communicators. We applaud your ongoing commitment to helping developing writers become confident learners, and we remain extremely grateful for your ongoing trust in our work.

Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies, 8/e, retains the intensive coverage of the writing process that adopters have praised, and the self-contained chapters provide a flexible framework that can accommodate a host of learning styles and instructional preferences. Many caring reviewers have offered insightful, practical, and creative revision suggestions, and thanks to their collective wisdom, this updated edition is the most engaging and visually appealing text to date. We hope you'll agree and that this updated edition serves you well in your quest to educate those students who aspire for a college degree and the promise that it offers.

NEW FEATURES AND ENHANCEMENTS IN THE EIGHTH EDITION

- **Significant improvements have been made to the Readings**, including the incorporation of many new readings on current and interesting topics and a larger number of readings than in the last edition. A selection from literature has been added, as well as new readings from diverse perspectives, and there are three essays written by students.
- **Improved questions and writing prompts have been added to support the Readings.** These new questions and writing prompts better differentiate between reading comprehension and opportunities for discussion.
- **New, current, and engaging exercises and writing prompts** on topics interesting to students have been added to every chapter.
- **More critical thinking boxes have been added to the writing chapters** to encourage students to develop the role critical thinking plays in writing and reading.
- **Enhanced Topics for Critical Thinking and Writing** at the end of each writing chapter offer students prompts and activities to extend their thinking.
- **Grammar chapters have been clarified and streamlined** where needed.
- **Additional questions have been added to Chapter Tests** at the end of each grammar chapter to provide more practice for students.
- **New instruction on evaluating online sources** for credibility and trustworthiness when researching has been added to the chapter “Using Research to Strengthen Essays.”
- **Coverage of MLA style has been totally reorganized and rewritten** to reflect online research and changes in MLA style, Eighth Edition.

POPULAR FEATURES RETAINED

Based on positive feedback from current users and new reviewers, the following popular and distinctive features have been retained:

The Writing Chapters

- The writing process approach, supported by a model paragraph or essay that is developed throughout the entire chapter from outline, and drafts, to the final version.
- The key roles of revision, editing, and proofreading during the writing process are reinforced, and differences between basic revision strategies and in-text editing are clearly distinguished.
- Visually appealing and easy-to-follow checklists and “Info Boxes” provide quick reference and reinforcement of key terms and ideas.
- A “Walk-Through” assignment in each chapter guides students, step-by-step, through the stages of the writing process.

The Grammar Chapters

- The three types of grammar exercises, **Practice** (simple reinforcement), **Collaborate** (partner or group work), and **Connect** (“in context” identification of grammatical errors to strengthen editing skills), provide structure to each chapter’s instruction.
- Grammar concepts taught in a step-by-step fashion, as in “Two Steps to Check for Fragments.”
- A Chapter Test, ideal for class review or quick quizzes, anchors each grammar chapter.

Reading Instruction and Selections

- Easily applied prereading procedures and quick summarizing techniques.
- Carefully selected readings reflecting a broad range of timely, high-interest themes.
- Numerous writing options, including critical-thinking topics, inspired by a selection’s content and designed to encourage careful analysis and independent thought.

Throughout the Text

- Engaging teaching tips, including ones tailored for English language learners, in the *Annotated Instructor’s Edition*.

WRITING RESOURCES AND SUPPLEMENTS

Annotated Instructor’s Edition for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies

ISBN 0134771737 / 9780134771731

Instructor’s Resource Manual for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies

ISBN 0134771729 / 9780134771724

Test Bank for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772636 / 9780134772639

PowerPoint Presentation for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772555 / 9780134772554

Answer Key for Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies
ISBN 0134772563 / 9780134772561

Reach every student by pairing this text with MyLab Writing

MyLab™ is the teaching and learning platform that empowers you to reach every student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter your developmental writing course with varying skill levels, MyLab can help you identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at www.pearson.com/mylab/writing.

- **Empower each learner:** Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need — when and where they need it — to be successful.
 - MyLab Writing diagnoses students' strengths and weaknesses through a pre-assessment known as the **Path Builder**, and offers up a personalized **Learning Path**. Students then receive targeted practice and multimodal activities to help them improve over time.
- **Teach your course your way:** Your course is unique. So whether you'd like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create *your* course to fit *your* needs.
- **Improve student results:** When you teach with MyLab, student performance improves. That's why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.

ACKNOWLEDGMENTS

We are indebted to the following professionals for their comprehensive reviews, practical advice, and creative suggestions regarding the *Along These Lines* series:

Stephanie Alexander	Mountwest Community and Technical College
Elizabeth Andrews	South Florida State College
Elizabeth Barnes	Daytona State College
Iris Chao	Saddleback College
Patty Crockett	Bishop State Community College
Mellisa Dalton	Lanier Technical College
Linda Hasty	Motlow State Community College
Gregg Heitschmidt	Surry Community College
Johnnerlyn Johnson	Sandhills Community College

Therese Jones	Lewis University
Cassi Lapp	Northwest Arkansas Community College
Ann Moore	Florence-Darlington Technical College
Deana Pendley	Copiah-Lincoln Community College
Sandra Valerio	Del Mar College

The updates and additions to this text would not have been possible without the help, support, and collaboration of a great many people. We are greatly indebted to the outstanding professionals at Pearson and Ohlinger Publishing for the work they put into and the guidance given to making this edition a reality. We also thank the reviewers, whose comments helped to shape the most recent edition:

Kristina Beckman-Brito	Pima Community College
Scott Hopkins	Lake-Sumter State College
Therese Jones	Lewis University
Jean Miller	McCook Community College
John Nordlof	Eastern University
Cheryl Weller-Anderson	Pima Community College

We extend our deepest gratitude to Steve Jolliffe and Richard McCarthy for taking on the lion's share of revisions. Steve selected the new readings and wrote new questions and writing prompts to accompany them. Steve and Richard updated the text, wrote new exercise items and writing prompts throughout the text, and wrote new critical thinking boxes for the writing chapters. Steve and Richard are creative and knowledgeable instructors—they excel at inspiring student interest and at knowing just where to add a subtle change that makes all the difference. We also thank Steve for his dedicated partnering throughout the editing and production stages.

We are grateful for Nancy Doherty Schmitt, Development Editor, for her keen eye, her thoughtful suggestions, and her vision and guidance. There have been many hands who have contributed to this text throughout many editions, but Nancy has brought new clarity and unity to this completely updated edition.

We also want to pay tribute to all the unsung heroes in the classroom who help struggling students overcome adversity, find their voice, and reach their potential. We are humbled by your dedication and resilience, and you exemplify effective teaching at its best.

Finally, and most importantly, we send heartfelt thanks to the thousands of students who have intrigued, impressed, and inspired us through the years. You have taught us far more than you can ever imagine, and you have made our journey extraordinary along *all* lines.