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The allyn and bacon guide to writing 5th edition

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Accessories such as CD, codes, toys, can not be included. Seller Inventory No. 2966871555 More information about this seller | Contact this seller 29. Page 2 Ads 1-30 Start your review of The Allyn & Bacon Guide to Writing Jan 25, 2010 J.I. Review another issue it is a book about writing essays. It's boring and long. Nevertheless, important steps and strategies are set out in great detail. That being said, it drills the snot out of most people before they can finish it. However, it is a Teaching aids, and as long as you don't just let people read, they'll enjoy it. Although this text is far too comprehensive, profound, expensive and bulky to use in the classroom, it is absolutely full of wonderful exercises, explanations and guidelines for literary reading and writing, critically critical and essay composition. Anyone who teaches reading and writing is an essential part of your library and curriculum! Julie Bakke rated it was amazing Aug 02, 2014 ER Bran rated it really liked it Jan 08, 2016 James Powell rated it not as it liked it Oct 23, 2016 RoboCrew rated it was ok Mar 24, 2018 Kate rated it liked it Feb 15, 2010 Raeann rated it really liked it Sep 18, 2020 Jason rated it was amazing Oct 15, 2009 Kristine Davis rated it really liked it Oct 22, 2009 Brian rated it liked it November 28, 2014 Brian rated it was amazing Jul 07, 2017 Charlotte rated it really liked it Jul 26, 2008 This is the eBook of the printed book and can not come up with any media, website access codes or print supplements that come packed with the bound book. For courses in Writing, Grounded in current theory and research, but practical and teachable. The Allyn & Bacon Guide to Writing pursues an unmistakable pedagogical approach that integrates composition alimony research with rhetorical theory and insights from writing about the entire curriculum. It treats writing and reading as both rhetorical actions and processes of problem-solving, investigation, critical thinking, analysis, and argument. Its aim is to evoke the kind of deep learning that enables students to transfer compositional and rhetorical skills across disciplines and professional fields. Teachers and students appreciate their clear and coherent explanations, the engaging classroom activities, and the flexible sequence of goal-oriented writing tasks that help authors create effective, imaginative essays in academic and civic genres. Numerous examples of student and professional writing accompany this in-depth guide to the concepts and skills required for writing, research, and editing in college and beyond. The Allyn & Bacon Guide to Writing, 8th Edition is also available through Revel™, an interactive learning environment that allows students to read, practice and study in a continuous experience. For more information. For courses in Writing, Revel™ is Pearson's latest way of delivering our reputable content. Fully digital and highly attractive, Revel replaces the textbook and gives students everything they need for the course. Informed by extensive research into how people read, think, and learn, Revel is an interactive learning environment that enables students to read, practice, and study in a continuous experience – for less than the cost of a traditional textbook. Grounded in current theory and research, but practical and teachable. The Allyn & Bacon Guide to Writing pursues a distinctive pedagogical approach that integrates compositional research with rhetorical theory and insights from writing across the curriculum. It treats writing and reading as both rhetorical actions and processes of problem-solving, investigation, critical thinking, analysis, and argument. 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The Revel Media Interactives are designed for quick completion, and videos are short, allowing students to stay focused and focus on the task. The quiz in Revel gives students the opportunity to check their understanding at regular intervals before continuing. With the Revel mobile app, students can read, practice, and study anywhere, anytime, on any device. Content is available both online and offline, and app syncs work automatically on all registered devices, giving students great flexibility when switching between phone, tablet and laptop as they move through the day. The app also allows students to set assignment notifications to remain above all due dates. The Revel writing functionality available in selected courses allows educators to integrate writing into the course, one of the best ways to promote and evaluate critical thinking, without significantly compromising their grading load. Homework journaling prompts throughout the narrative encourage students to express their thoughts without breaking their reading. Zuweable Shared Writing Activities instruct students to share written answers with classmates and promote peer discussion. Essays that are directly integrated into Revel allow teachers to assign the exact writing tasks they need for the course. Highlight, grade and a glossary let students read and study as they please. Educators can also add notes for students, including reminders or Focus on transferring learning to the disciplines. Promotes deep learning through four basic skills: 1. How to address a problem that engages targeted readers? 2. To summarize the conversation that surrounds the problem? 3. How to produce a thesis that adds something new, challenging or surprising to the conversation? 4. How to support the thesis with appropriate reasons and evidence. Tasks tested in the classroom guide students through all phases of reading and writing tasks frequent use of collaboration and peer review. The writing projects in Parts 1 and 2 stimulate critical thinking, which is appreciated in college courses. Numerous For Writing and Discussion exercises make it easier to integrate active learning into a course while deepening students' understanding of concepts. A focus on the topic that precedes the work helps students to see academic disciplines as fields of study. Easy navigation. Headings combine with learning outcomes with numbered takeaway points that are highlighted as concepts or abilities that help students build a great understanding through principles that promote metacognitive reflection and give students control over their own solutions to topics or rhetorical problems. Nonfiction writing appears on a continuum of closed to open forms. Introduces students to the rhetorical concepts of purpose, audience, and genre, and shows why the rules for good writing depend on the rhetorical context. Focused on closed form writing for participation in most academic, civic and professional conversations and on open-form writing for communicating ideas and experiences that resist closed form structures and create stylistic surprise and pleasure. Covers from a variety of genres and goals, such as academic, civic and professional genres as well as multimodal, personal and narrative forms. Explains the rhetorical function of each genre and target as well as stylistic features. The genre spectrum expands to multimodal texts that combine closed and open prose with visual or acoustic elements. Detailed explanations of closed and open prose. Show students why certain closed-form strategies derive from the cognitive needs of readers, not from arbitrary rules. Also shows the students how open prose can provide a pleasant surprise through targeted disturbances and violations of the conventions of closed prose. Research is treated as a learning activity that requires rhetorical reading. This method of rhetorical reading helps students summarize and analyze complex readings and think critically about them. This ability is critical to summarizing conversations on topics and for any research project that uses verbal, visual, or multimodal texts as primary sources. Students will learn to understand the differences between print and cyberspace sources; analyse the rhetorical events, the genre, the context, the intended audience and the perspective of the sources; sources according to appropriate criteria; And World Wide Web with confidence. Flexible structure for easy implementation. The modular organization gives instructors flexibility in the design of courses. Numbered concepts and skills are mini-lessons that students can easily navigate, and instructors can assign them in the order they choose. Instructors can mix and customize write tasks to adjust the course Parts 3 and 4 contain modularized lessons that teach students to develop an effective writing process while writing closed, open, and multimodal texts. Modularized lessons in Part 4 teach students strategies for conducting academic research in a rhetorical environment. Part 4 reinforces the rhetorical concepts in Part 1 and fits well into the focus of Chapter 6 on summarizing and formulating strong responses to readings. Part 5 instructs students to write essay exams and reflective writing to promote self-assessment, metacognition, and deep learning. The results of the Council of Writing Program Administrators (WPA) are fully covered. Revised! Part 1 will be reorganised. It also includes current research into the transfer of learning, threshold concepts and metacognition to help learners apply big picture concepts to new rhetorical situations. New! Chapter 1 Posing Problems: The Demands of College Writing, Reading, and Critical Thinking introduces students to the big picture. It shows how the threshold concepts of problem-solving, knowledge transfer and rhetorical reading promote deep learning, which in turn promotes the transfer of competences from the composition of the first year to the study of other disciplines and into their professions. Revised! Chapter 2 introduces the Playing the Analysis Game, which teaches students to analyze an artifact, object, or phenomenon by describing it in detail and asking why it is. Revised! Chapter 3 provides a broader introduction to rhetorical thinking as a threshold concept. Explanations of purpose, audiences and genres are now linked to explanations of closed and open prose and the rhetoric of online environments. The chapter also promotes deep learning, which helps students transfer the skills they have learned in class to other classes and future occupations. Revised! Chapter 5 focuses on non-verbal rhetoric. The persuasive power of document design, images, and multimodal messages is now explained in a single chapter. Revised! Part 2 has been optimized for easier navigation and includes many revisions by chapter. Revised! Chapter 6 provides an extended coverage of the summary. New! A new reading on the Internet trolling with student examples and a model essay replaces Michael Pollan's Why does this bother? New! Chapter 9 provides new examples of informative reports for different purposes and audiences. Chapter 10 contains many new images and examples, including new mock advertisements and advertising posters on respect for under-represented cultures and environmental protection. New! The on the impressionist painting of Europe was replaced by a sample analysis by the Haitian-Puerto Rican American Jean-Michel Basquiat in Museum Security (Broadway Meltdown) in 1983 and the painting Reload (2007) by the Indian artist Natalie Ball. The entire text displays essays, images, and updated examples of student models. The students' essays contain an analysis of a surrealist painting by Dorothea Tanning; an essay summary/strong reaction that investigates Internet trolling; a requested informative report on planned parenthood funding; another informative report on people's misconceptions about Islam and violence; a zine advocating improved museum programs for children; a review essay on PETA's Facebook appeal to young people; and two new reflective pieces that emphasize metacognition and rhetorical consciousness. Updated! Examples and visuals focus on current issues such as driverless cars, gun control, banned books, Europe's refugee crisis, Black Lives Matter, prescription drug controversies, social media, climate change, and others. Revised! A revised introduction to research in Chapter 21 increases the emphasis on rhetorical reading and the purpose of helping students to understand research as a knowledge-creating activity. Chapter 24 contains updated information about the MLA format based on the 8th edition of the MLA Handbook. REVISED! Chapter 26 on Reflective Writing focuses on metacognition and underlines the importance of reflection for enabling deep learning and knowledge transfer. Superior assignment and tracking tools help educators ensure that students complete their reading and understanding conceptsThe Revel task calendar allows educators to specify exactly which metrics need to be completed on which data. This clear, detailed schedule helps students stay ahead of the task by eliminating ambiguity about what material is covered during each class. If they understand exactly what is expected of them, students are better motivated to keep up. The Revel Performance Dashboard enables educators to monitor the completion of class assignments as well as students' individual performance. Actionable information, such as points collected during quizzes and tests, and time for assignments, help educators cross paths with their students in a meaningful way. For example, the trend column shows whether students' grades are improving or declining, and helps educators identify students who may need help to stay on track. The integration of Revel and Blackboard Learn™ provides institutions, faculty and students with easy access to their Revel courses. With Single Sign-On, students can access the interactive mix of media and evaluation of the authors. Flexible on-demand synchronization features allow educators to control exactly which Revel notes to transfer to the Blackboard Gradebook. Dynamic content designed to help today's students read, think and learn concepts integrated into the narrative, enable interactive broadcast and video information to engage students with concepts and Role in learning. 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