For my wife, Carmen, and children—Jessica, Louis, and Ryan—for their patience and support; my parents, Irma and Carmelo, for their faith in me; and the faculty and students of Pueblo Community College from whom I’m still learning.

Luis Nazario

To my father, Prof. Edward H. Davidson, for my love of reading and writing; to my husband, Phil, for tutoring me through my first year of teaching; to my son, Nat, who inspires me; and to all of my students who expand my world.

Deborah Borchers

For my wife, Jan, my sons, Owen and John, and my parents, Bill and Louise, with gratitude and love. For my students, whose questions, I hope, are answered in this book.

William Lewis
The overriding goal of *Bridges to Better Writing* is to give students the tools they need to write clearly and effectively by fully engaging students in the writing process through the following means:

- Demonstrate the value of writing in academic, career, and everyday life
- Provide opportunities for students to practice new concepts as they read about them
- Build continuously on students’ previous learning to help them build confidence in their abilities
- Integrate grammar and style into the writing process throughout the book
- Present many samples of effective and ineffective student writing

Too often, textbooks merely present information, leaving teachers to devise ways to use (or not use) textual materials in the classroom. Our many years of experience have taught us that for a text to be effective, it should itself embody the most engaging and effective teaching practices. Our reviewers have told us that *Bridges to Better Writing* is the most classroom-friendly textbook they have seen in years.

“*Without being excessive, this promises to be the most complete book of its kind. There really are no other topics to consider for inclusion.*”
—Jack Macfarlane, San Joaquin Valley College

“The authors communicate with the students on a level they can understand. The explanations are simple, clear, and to the point.”
—Roger West, Trident Technical College

“I felt the book would be a good mesh for integrating writing and reading thought process ideas. I also enjoyed the simple straightforward conversational approach to good old-fashion grammar.”
—Carol Pizzi, Sandhills Community College

One of the first challenges any teacher faces is to understand students’ most prevalent problems. Through our many years of teaching and extensive reviewing, we believe that our students’ problems fall into three categories: a lack of motivation, a lack of knowledge, and a lack of skills. The features of *Bridges to Better Writing* were created with these three categories in mind.
How does *Bridges to Better Writing* help students who lack motivation for the course?

A constant problem that plagues many courses, motivation is a major struggle for students. Motivation often decreases as the course goes on because students experience the same bumpy ride in college that they suffered in high school; their college writing experience mirrors their earlier struggles. *Bridges to Better Writing* addresses several factors that contribute to student motivation:

**PROBLEM**

- Reading difficulties and associated aversion to reading lengthy passages. Today’s students need to be drawn in immediately to writing assignments rather than inundated by too many instructions and explanations.

**SOLUTION**

The *Previewing Your Writing Task* samples and *Let’s Warm Up* exercise prompts at the beginning of the writing chapters offer immediate involvement in writing. Frequent practice activities break up lengthy passages of text, and writing activities provide guided, hands-on application of writing skills. Visuals highlight and clarify major concepts.

**PROBLEM**

- A low sense of self worth in learning situations based on past academic failure. Students have difficulty with intimidating projects, like essay assignments.

**SOLUTION**

*Bridges to Better Writing* helps students succeed early on through gradual and recursive introduction of knowledge, then builds on previous success throughout the semester. Students become increasingly confident in their abilities as they work through the text.
The Collaborative Critical Thinking exercises in *Bridges to Better Writing* teach students the social and teamwork aspects of writing and how through peer review their papers can see great improvement.

A belief that writing is an isolated activity and that success or failure depends entirely on the writer. Students tend to be social instead of independent learners and feel that writing is lonely and boring.

• A feeling that writing is not relevant to success in their careers or their lives. For most students, writing is something they "have to take." They do not see the connections between academic writing and their careers or their own personal uses.

• A belief that writing is not relevant to success in their careers or their lives. For most students, writing is something they "have to take." They do not see the connections between academic writing and their careers or their own personal uses.

Bridges to Better Writing integrates academic, professional, and personal writing in the Previewing Your Task section, enabling students to develop an appreciation for the range and richness of written expression.

Bridges to Better Writing is designed to allow much of the writing process to happen in class. Collaborative brainstorming, sharing of drafts, and peer review allow students to accomplish much of their work under the guidance of instructors and fellow students.

In groups of three or four, develop major and minor sentences provided. Rely on facts and details.

1. Television promotes violence.
How does *Bridges to Better Writing* help students who lack knowledge about writing?

Students coming into this course often lack the basic knowledge needed to create a successful piece of writing. Students who do not know how to pick a topic, create a thesis, choose an audience or tone, or organize details are not going to succeed at writing. *Bridges to Better Writing* addresses several factors that contribute to student knowledge:

### Problem

- **Unaware of the advantages of following a writing process.** Too often, students think of their initial effort as a finished product.

### Solution

In *Part 1: Writing Your Papers*, each chapter follows a consistent pattern that introduces students to a rhetorical pattern and then steps them through writing a paragraph or essay in that pattern. Chapters are designed so that they build upon students’ prior knowledge learned in previous chapters and consider what they already bring to the writing task.

### Problem

- **Belief that good writing is beyond their creative capacity.** Students struggle to find topics about which they can successfully write. Often a poor choice in topic sabotages the whole essay project.

### Solution

Not only does each writing chapter demonstrate a different brainstorming technique, but the **Topics to Consider** in each chapter provides diverse topics for academic, career, and personal writing situations.
**PROBLEM**

- Little knowledge of how the components of good writing—logic, word choice, sentence variety, coherence, and so on—are integrated into effective expression.

**SOLUTION**

Bridges to Better Writing takes an integrated approach to writing instruction: beginning with the very first writing chapter, the major components of good writing, including grammar, tone, and style are interwoven into throughout. Effective use of these concepts is modeled in numerous, authentic student-authored samples.

The painting, called Night in a Forest, depicts a horrific dream scene in which the subject, a young man, has become lost in a frightening landscape. He crouches in dim light in the middle of the canvas, looking up with widened eyes that deliberately remind the viewer of Edvard Munch’s famous painting, The Scream. One arm extends upward to ward away the dark, but the attempt is futile, for surrounding the dimly lit center of the painting, lurid shapes as strange and distorted threaten to close in and destroy the subject. In colors of dark blue-green, black, and deep reds and purples, nightmarish monsters struggle. Some are dragon-like, and others...
How does *Bridges to Better Writing* help students who lack the basic skills needed for writing?

Our incoming students routinely demonstrate a lack of the essential skills needed for writing. Students come to class with a range of problems, such as poor high school preparation, little experience interacting with text, difficulty with grammar, and so on. *Bridges to Better Writing* addresses several factors that contribute to student’s lack of basic skills:

**Problem**

- Not trained or able to read long passages of text critically. Students need help extracting important information from what they read, and they need practice implementing concepts they encounter in reading.

- Need continuous reinforcement of previously learned skills, even as they are advancing to new skill levels. Too often, students are expected to continue using skills after just one attempt to learn them.

**Solution**

*Bridges to Better Writing* provides more than the usual number of exercises—Practice, Writing, and Review exercises—at crucial points in the text and instructor’s manual, enabling students to put knowledge into action throughout.

*Writing Your Paper* sections keep returning to the earlier writing topics—Discovering and Limiting Your Topic, Identifying Your Audience, Setting Your Tone, Formulating Your Thesis, Outlining Your Ideas—students have encountered and building upon them in each new writing situation.
Tremendous anxiety about and difficulty with grammar.

Bridges to Better Writing introduces grammar in manageable chunks seamlessly by way of the Common Grammar Error, a Grammar Check-up Exercise, and Style Tip features. Parts 3-6 offer more detailed grammar instruction in a separate section for those students who need further practice.

Second language learners find it difficult to make the transition to college-level courses.

Bridges to Better Writing’s simple explanations, constant reinforcement of skills, effective visuals, and gradual building on previous knowledge help ESL students, as well as native speakers, make the transition to college-level courses.

Failure to transfer the writing skills they learned in their English courses to other college courses.

Previewing Your Task’s Writing for College gives students the opportunity to see student papers at work in a variety of academic courses and levels of ability. The final Self-Reflection exercises encourage students to think beyond their English course and consider how they can apply their new knowledge to their other courses, career, and personal life.
KEY FEATURES

Bridges to Better Writing offers the following features:

■ Consistently designed writing chapters, starting with specific goals, an inspiring quotation, a visual, and a writing situation to involve students immediately in the act of writing.

■ A variety of student writings to preview the writing tasks so students may draw from prior knowledge, make assumptions about the new writing situation, and have models of the expected outcomes.

■ A plethora of writing topics related to students’ college courses, their professions, and their everyday lives.

■ Many charts and tables that help summarize information as well as help visual learners understand the material.

■ Gradual introduction to grammatical concepts through reviews of previous information.

■ Collaborative/critical thinking activities to reinforce a sense of a writer’s community.

■ Sidebars referring students to more information on a certain topic or refresher information.

■ Clear visuals ranging from pictures to stimulate thought, to graphics on how body paragraphs support a thesis to common problem-solution areas to help students during revision to appeal to the different ways students learn.

■ Cumulative grammar and punctuation exercises so that students practice previous concepts while they work on new ones.

SUPPLEMENTS

Instructor’s Manual and Test Bank

Each chapter of the Instructor’s Manual offers suggestions for using visual prompts, provides ideas for incorporating professional and student model paragraphs into the lesson, offers a variety of teaching tips, and presents additional writing assignments and additional collaborative activities for most chapters. To help instructors get all students involved in the learning process, the Instructor’s Manual also provides information for teaching to various learning styles and suggests ways to help ESL students make that vital connection in their new culture. The Test Bank, the second half of the Instructor’s Manual, provides short quizzes for chapters 1-14, testing students’ understanding of the key concepts presented in each writing chapter in Part 1 of the text, and provides Mastery...
tests for chapters 15-27. New teachers will find the Instructor’s Manual a valuable resource for helping students get the most out of their learning experience.

**Write SPACE**

Cengage Learning WriteSPACE encompasses the interactive online products and services integrated with Wadsworth writing textbook programs. WriteSPACE includes comprehensive grammar diagnostics; practice exercises and writing tutorials; Associated Press Interactives and NewsNow, which draw on current events and emphasize visual literacy; tutoring; an online handbook; a gradebook; and the Plagiarism Prevention Zone.
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Luis Nazario

“I saw an opportunity to write a text that engages students visually to create a more dynamic learning experience.”

Luis Nazario

Luis Nazario is Assistant Chair of the English department at Pueblo Community College where he has taught since 1990. Professor Nazario completed his B.A. at Inter American University in Puerto Rico. He pursued his teaching career in both Puerto Rico and the United States where he earned his M.A. in TESOL at New York University.

After joining the English department at Pueblo in 1990, Professor Nazario distinguished himself by developing a set of manuals for part-time faculty that were innovative in their comprehensiveness and use of visual support. With Professor Borchers he presented their work with service learning at conferences and later worked on modules for developmental English to be used in the Department of Corrections. Additionally, he has developed internet courses in both developmental and college level courses and has restructured his course to be taught as a learning community.

Professor Nazario has enjoyed the challenges of creating a textbook with visual appeal. “A whole graphic might spring from a single phrase.” He is also energized by offering instructors the power of choice. “Instructors have to be aware of their choices, and in Bridges to Better Writing, they can pick and choose chapters to develop their syllabus and create the most effective approach for their students. And we’re always including new ways to introduce a composition.”
Debbie Borchers is Chair of the English department at Pueblo Community College, where she is in her twentieth year as a member of the faculty. Professor Borchers began her teaching career as a student of Near Eastern culture in Cairo. “From Egypt, I went on to teach in Iran, where I eventually had to escape the Iranian Revolution.” After she returned to the United States, Prof. Borchers earned her M.A. in TESL from the University of Arizona and eventually moved to Pueblo.

With her Assistant Chair, Luis Nazario, Professor Borchers has implemented innovative service learning programs, student and faculty assessments, and standards for the English curriculum. Additionally, she developed an online Introduction to Literature course and has presented workshops on Writing Across the Curriculum. “Writing is one of the hardest things to teach, and what many people don’t realize is that a textbook doesn’t have to be just text! There are better ways to teach than to have a student just write a paragraph and do some activities.”

Bill Lewis has recently returned to teaching after serving for two years as Director of Planning, Accreditation, and Effectiveness at Pueblo Community College where he is in his fifteenth year as an English teacher. Professor Lewis came to teaching after many years working in the defense industry. He graduated from the University of Colorado and traveled around the country before pursuing his interest in the Russian language at the Defense Language Institute.

He worked in the intelligence community until earning his M.A. in English from George Mason University. He then began his long association with the English department at Pueblo, where he has taught developmental and college level English composition, technical writing, and literature courses. “My recent work on our accreditation has shown me the great strides that Debbie and Luis have made with the English department. Their development of service learning programs and special manuals for adjunct instructors—these are unique and innovative solutions.”
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