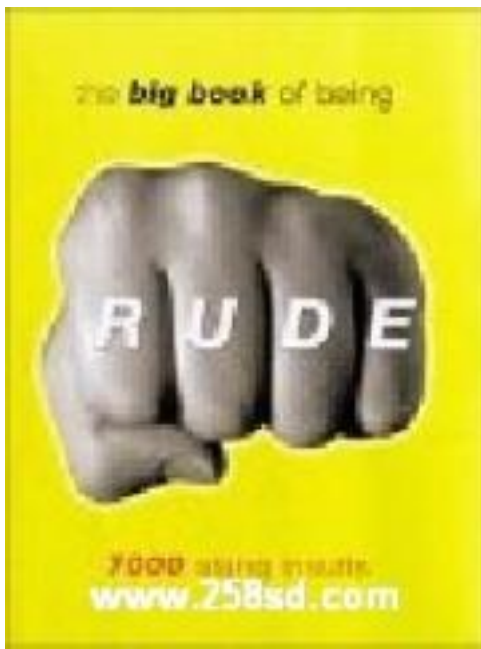


Technique: Studies in composition



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PREFACE
Freshman students who may have no problems communicating verbally are too often stymied when they try to put their thoughts on paper. They are faced with the fact that written language is not the same as spoken language but they do not know how to approach the challenge of writing a composition. Our purpose in this text is to offer models of writing that students can study and we hope use to improve their own composition skills. Since human beings first learn to speak--to express themselves--by watching others by listening and then by imitating them we feel that learning how to write compositions can follow this same progression. And since what people discover for themselves when learning to speak may be more important in their verbal development than what they are told we hope that this text will

help students discover on their own many new things about composition--ideas techniques skills--that they can use to increase their powers of written communication. There is nothing new about the forms of exposition: narration; illustration; comparison contrast and analogy; Cause to effect effect to cause and question to answer; definition; analysis and classification; process; description; logic. Authors and teachers have long felt that models of various rhetorical categories can be studied and that the techniques can be imitated by students or transferred to the students own compositions. In turn what students learn about writing in their composition class may be transferred to written examinations and papers in their other courses. Furthermore the ability to express themselves better orally--obviously an advantage to students in all of their courses--is inseparably linked to what they learn about written communication. When students leave college they may continue to use what they have learned as they write letters or reports or as they engage in other forms of communication. In this text we are concerned with providing models of composition; at the same time we have tried to provide a variety of topics of styles of themes. Within this variety are a number of essays on similar topics such as language awareness to provide opportunities for comparison. We have also sought to provide the works of authors of both sexes a balanced point of view by including and of differing ethnic backgrounds. The classics are represented by the works of such as Mark Twain D. H. Lawrence and John Steinbeck but the flavor is contemporary with appeal to students a major goal. Student writing is included because it is good and because it relates to the reader's own experience and ability. This new combined part on Definition treats Logic. The first but many new essays have been expanded in the Glossary as an essay. The apparatus while reading ceding the selection will also find assignments feel that little is gained that illustrate a part variety by including itself to teaching and figures of speech. In each of the first feel that since students should be left for teachers of the class. Under the last part contain We have tried in each section in narration since this The progression runs exposition ending techniques. We sincerely from the Glossary aware of what is out We wish to and Bishop College to our friends and gratitude goes to Enelius Baylor University College North; Florissant Valley; Harris Eastern Michigan The Canfield Press Christie and the others them we say "This

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