



Rosenwasser/Stephen

**Writing Analytically, 6e**

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### Where Is the NEW or Revised Material Located?

#### Unit I: THE ANALYTICAL FRAME OF MIND.

1. Introduction to This Book, to College Writing, and to Thinking About Thinking.

**New!** Introductory “Note to Students” precedes Chapter 1.

**New!** Chapter 1, "Introduction to This Book, to College Writing, and to Thinking About Thinking," shows students how they can take best advantage of the text and its features. For instance, the chapter includes a series of 15 all-new "Short Takes" that forecast the modular organization of the text and serve as a reference tool for locating extended topical discussions throughout the text.

2. Toolkit of Analytical Methods I: Seeing Better, Seeing More.

**New!** "Toolkit" chapters. The first is Chapter 2 which equips the student with foundational observation techniques. The authors have revised the teaching of the heuristics: Notice and Focus; The Method which now includes a new student essay on Freud and Foucault; Asking “So What?” which now contains a new example of professional writing by a Professor of Political Science and a new Try This exercise; Paraphrase x 3 with 2 new Try This exercises; and an all-new heuristic called, Identifying the “Got To” Sentence with several new Try This exercises. The chapter then concludes with some of the Counterproductive Habits of Mind material from Chapter 2 of the previous edition. 3 of the 4 end-of-chapter assignments are new.

3. Analysis: What It Is and What It Does.

**Revised and Moved!** Chapter 3 is a thorough revision of the previous edition’s Chapter 1. This chapter maintains its focus on the "Five Analytical" moves and now also includes discussion of the counterproductive habits of mind that often supplant effective analysis.

**New!** Example of the application of the "Five Analytical" moves to a Harvard University commencement speech.

**New!** "Try This" exercises are included in Description, Inferring Implications from Observations and Applying the Five Analytical Moves to a Speech.

**New!** Student writing examples from students of Biology, History, and English, and a professional writing from Jane Jacobs' \_The Death and Life of Great American Cities.\_  
**New!** Section called Rhetorical Analysis of an Advertisement that includes a new student essay.

**New!** Four new Assignments.

4. Toolkit of Analytical Methods II: Going Deeper.

**New!** Chapter 4 is now the second “Toolkit” chapter of heuristics. It provides activities that allow the student to extend and deepen his analysis.

**Revised!** Freewriting section now includes an example of student writing about President Obama’s inaugural address.

**New!** Heuristics with **new** exercises: Uncovering Assumptions with 2 new Try This exercises; Reformulating Binaries with a new example of professional writing by Jonathan Franzen and James Howard Kunstler and 2 **new** Try This exercises; Difference within Similarity with a new example of student writing on George Orwell’s Homage to Catalonia with a new Try This exercise.

**New!** Assignments section.

5. Writing About Readings: Moves to Make with Written Texts.

**Revised!** Chapter 5 is a newly revised and expanded chapter on reading. Moved forward in the sixth edition, this chapter offers a more developed presentation of "How to Read" with a new "Try This" exercise called, "Writing and Reading with Others." New examples of student writing in this chapter include responses to David Bartholomae's "Inventing the University" essay.

**New!** Section on analyzing an audience and specific application of Uncovering Assumptions and Reformulating Binaries heuristics to Christopher Borick's essay, "On Political Labels."

**New!** "Voices from Across the Curriculum" section on critical reading, from a music professor's point of view.

6. Interpretation and Argument: How to Make Plausible Claims and Take Reasonable Positions.

**New!** Chapter 6, "Interpretation and Argument." Combining the prior edition's chapters on Interpretation and Argument, this single, integrated chapter now illustrates how to make plausible claims.

**New!** Section on Guidelines for Making Interpretations Plausible.

**New!** End of chapter Assignment.

7. Making Common Topics More Analytical.

**Updated!** Chapter 7 is an update of the previous edition’s Chapter 6 with new, more current examples.

Unit II: WRITING ANALYTICAL PAPERS: HOW TO USE EVIDENCE, EVOLVE CLAIMS, AND CONVERSE SOURCES.

8. What Evidence Is and How It Works.

**Revised!** Chapter 8 has been revised to make the discussion of Evidence more applicable across the curriculum.

**New!** Example of professional writing by Chris Borick and Barry Rabe called, “A Reason to Believe: Examining the Factors That Determine Americans’ Views on Global

Warming.” The sections on Experimental Evidence, Anecdotal Evidence, and Textual Evidence have each been revised and include among them 6 new examples of professional and student writing in the fields of anthropology, history, education, psychology and others.

**New!** Guidelines for Reasoning from Evidence to Claims section.

9. Using Evidence to Build a Paper: 10 on 1.

**Updated!** Chapter 9 is a slightly updated version of the prior edition’s Chapter 8.

10. Making a Thesis Evolve.

**Revised!** Chapter 10 is a greatly revised version of the prior edition’s Chapter 5. Chapter 10 has an enhanced and expanded discussion of Syllogism and Enthymeme, Toulmin, and Practical Reasoning.

**New!** Section on Figurative Logic, and expanded Glossary of Logical Fallacies.

**New!** Section on Guidelines for Analyzing Arguments.

**New!** Assignments.

11. Recognizing and Fixing Weak Thesis Statements.

**Revised!** Chapter 11 is an extensive revision on the Thesis Statement.

**New!** Sections on Moving From Idea to Thesis Statement, Tension, Syntax, and The Thesis as a Lens.

**New!** Two Try This exercises and new Voices from Across the Curriculum sections with contributions from professors in the fields of Psychology, Biology, and Economics.

**New!** Example of The Evolving Thesis in Outline Form on Superman.

**New!** Piece of student writing called “Mall Cuisine Goes International.”

**New!** Guidelines for Finding and Developing a Thesis

**New!** Assignments section.

12. Using Sources Analytically: The Conversation Model.

**Updated** slightly

13. Finding, Citing, and Integrating Sources.

**New!** Example of student writing.

**New!** Example on Using Sources Analytically.

**New!** Guidelines for Conversing with Sources.

## Unit III: MATTERS OF FORM: THE SHAPES THAT THOUGHT TAKES.

14. Forms and Formats Across the Curriculum.

**Updated!** Chapter 14, Finding, Citing and Integrating Sources has been extensively updated by both authors, as well as by their contributor, reference librarian, Kelly Cannon. The chapter is enhanced with frequent sub headings to improve chapter navigation.

**New!** Sections on citing sources using CSE style and the University Press of Chicago Style.

15. Introductions and Conclusions Across the Curriculum.

**Revised!** Chapter 15 is an extensive revision of the previous edition’s Chapter 10 with greater attention paid to Forms and Formats across the curriculum.

**New!** Sections on IMRAD, Writing in the Sciences, Lab Reports, Scientific Papers, Deduction and Induction, The Rhetoric of Form, Ethos, Logos, Pathos.

- New!** Try This exercise with a new example of a student essay on gender inequality.
  - New!** Voices From Across the Curriculum from a biochem professor.
  - New!** Section on Paragraphing Across the Curriculum with 3 new examples of student writing.
  - New!** Three new Try This exercises
  - New!** Guidelines for Forms and Formats
  - New!** Assignment.
16. Revising for Style: Word Choice.
- New!** End-of-chapter Guidelines.
  - New!** Try This exercise with 18 new models of introductions and conclusions.
  - New!** Sections on Writing Intros and Conclusions in the Sciences and the Humanities with new examples
  - New!** Four new Voices from Across the Curriculum sections from professors of Political Science and Business.
17. Revising for Style: The Rhetoric of the Sentence.
- Updated!** Chapter 17 is an update to the previous edition's Chapter 18.
  - New!** Try This exercise
  - New!** Examples
  - New!** References
  - New!** Voices from Across the Curriculum section by a professor of Biochemistry.
  - New!** End of chapter Guidelines for the Rhetoric of the Sentence
  - New!** Assignment.
18. "I was absent that day in fifth grade:" Another Chance to Understand Grammar and Punctuation.
- Revised!** Chapter 18 has been streamlined for clarity and ease of navigation.
  - New!** Section on How Language Customs Change with current examples.
  - New!** Try This exercise
  - New!** Section on Dialect with examples.
  - Eliminated** The Grammar and Style Quiz
  - New!** Four new Assignments.

## Appendix

**Now contains** Basic Writing Errors and How to Fix Them (from previous edition's Chapter 19)