

Writing

That Makes Sense

2nd EDITION

Critical Thinking in
College Composition



DAVID S. HOGSETTE

Writing That Makes Sense Critical Thinking In College Composition

Kristan Cavina

Writing That Makes Sense Critical Thinking In College Composition:

Writing That Makes Sense, 2nd Edition David S. Hogsette, 2019-11-05 The second edition of Writing That Makes Sense takes students through the fundamentals of the writing process and explores the basic steps of critical thinking Drawing upon over twenty years of experience teaching college composition and professional writing David S Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking to provide students with step by step guides for successful academic writing in a variety of rhetorical modes New in the second edition Expanded discussion of how to write effective thesis statements for informative persuasive evaluative and synthesis essays including helpful thesis statement templates Extensive templates introducing students to conventions of academic discourse including integrating outside sources interacting with other writers ideas and dialoguing with multiple perspectives Examples of academic writing from different disciplines illustrating essay titles abstracts thesis statements introductions conclusions and voice Expanded discussion of voice in academic writing including an exploration of active and passive voice constructions in different disciplines and tips on how to edit for clarity A new chapter on writing in the disciplines Updated sample student papers New readings with examples of opposing views and multiple perspectives Writing That Makes Sense David S.

Hogsette, 2009-03 Description Students often face a daunting dilemma in academia when it comes to writing In their composition courses they are encouraged to express their emotions find themselves construct their own meanings discover their voices and own their identities through writing But when they are asked to write lab reports history papers sociological studies or to write discipline specific documents for their majors their professors aren't much interested in self expression self esteem identity politics or endlessly open ended non answers in search of a question Their professors want clear writing that makes sense and that evidences critical thinking What are students to do Writing That Makes Sense takes students through the basics of the writing process and critical thinking and it teaches them how to write various types of academic essays they are likely to encounter in their academic careers Drawing on nearly twenty years of experience in teaching college composition and professional writing David S Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking and logical thought to provide students with step by step guides for successful writing in academia Writing That Makes Sense includes many professional essays and articles from a variety of voices often underrepresented in academia today thus introducing students to a wider intellectual diversity Students will also benefit from a chapter on information literacy that provides practical tips on engaging the research process and writing research papers About the Contributor s David S Hogsette is Associate Professor of English and Writing Coordinator at the Old Westbury campus of the New York Institute of Technology where he teaches composition professional writing and various upper level literature courses His teaching directly impacts his scholarship and he has published articles and delivered lectures at national and international conferences on literary topics related to English Romanticism Gothic

literature fantasy literature science fiction and theocentric approaches to literary studies **Writing That Makes Sense**
David S. Hogsette,2009-03-02 Description Students often face a daunting dilemma in academia when it comes to writing In their composition courses they are encouraged to express their emotions find themselves construct their own meanings discover their voices and own their identities through writing But when they are asked to write lab reports history papers sociological studies or to write discipline specific documents for their majors their professors aren t much interested in self expression self esteem identity politics or endlessly open ended non answers in search of a question Their professors want clear writing that makes sense and that evidences critical thinking What are students to do Writing That Makes Sense takes students through the basics of the writing process and critical thinking and it teaches them how to write various types of academic essays they are likely to encounter in their academic careers Drawing on nearly twenty years of experience in teaching college composition and professional writing David S Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking and logical thought to provide students with step by step guides for successful writing in academia Writing That Makes Sense includes many professional essays and articles from a variety of voices often underrepresented in academia today thus introducing students to a wider intellectual diversity Students will also benefit from a chapter on information literacy that provides practical tips on engaging the research process and writing research papers About the Contributor s David S Hogsette is Associate Professor of English and Writing Coordinator at the Old Westbury campus of the New York Institute of Technology where he teaches composition professional writing and various upper level literature courses His teaching directly impacts his scholarship and he has published articles and delivered lectures at national and international conferences on literary topics related to English Romanticism Gothic literature fantasy literature science fiction and theocentric approaches to literary studies Resources in Education ,1994

The Meaning of Collaborative Writing in a College Composition Course Mara Casey,1992 **Critical Thinking and Writing**
Kristan Cavina,1995 While some writing books present isolated examples of critical thinking Cavina s Critical Thinking and Writing systematically links concepts of critical thinking and writing through all phases of the writing process By emphasizing those concepts that are of the greatest use to writers and by treating these concepts sequentially the book maximizes your understanding of how critical thinking can sharpen your writing Critical Thinking and Writing begins in Part One with a clear outline of the rhetorical writing process and how it relates to the notion of critical thinking In Parts Two and Three you will focus on the specifics of sentence construction and word usage Part Four includes readings by professional and student writers that offer a multitude of perspectives and topic coverage Taking a discovery approach Critical Thinking and Writing encourages you to expand and reinforce your writing skills through many individual and collaborative activities

The Critical Writing Workshop Toni-Lee Capossela,1993 **Michigan Journal of Community Service Learning**
,1998 College English Association Critic ,1970 **Thinking Critically** John Chaffee,1994 Thinking Critically 8 e teaches

the fundamental thinking reasoning reading and writing abilities that students need for academic success The text begins with basic skills related to personal experience and then carefully progresses to the more sophisticated reasoning skills required for abstract academic contexts Thinking Critically introduces students to the cognitive process while teaching them to develop their higher order thinking and language abilities A number of distinctive characteristics make the text an effective tool for both instructors and students Exercises discussion topics and writing assignments encourage active participation stimulating students to critically examine their own and others thinking **Proceedings 1985 Frontiers in Education Conference** Lawrence P. Grayson,Joseph M. Biedenbach,1985 **Writing--the Translation of Memory** Eve Shelnutt,1990 *Reading, Writing, and Thinking in Education* ,1989 **Perspective and Perception a Qualitative Study of Twelve College Teachers Discussing Writing** Debra K. Courtright-Nash,2001 Resources in Education ,1997

The Long Term View ,1994 **WPA, Writing Program Administration** ,1993 *Inside the Undergraduate Experience* Catherine Hoffman Beyer,Gerald M. Gillmore,Andrew T. Fisher,2007-03-20 The University of Washington s Study Undergraduate learning UW SOUL tracked 304 entering freshmen and transfer students as they moved through their college experience from fall 1999 to spring 2003 Unparalleled in its scope this longitudinal study focused on six areas of learning writing critical thinking problem solving quantitative reasoning information literacy understanding and appreciating diversity and personal growth This book provides faculty staff and administrators at two and four year institutions with a model of assessment that both captures the complexity of the undergraduate experience and offers practical information about how to improve teaching and learning Data from surveys open ended email questions interviews focus groups and portfolios make it possible for the authors to create case studies of individual learning paths over time as well as to report the group s aggregate experience Honoring the authenticity of student voices this book illuminates the central roles played by the academic disciplines and by faculty in undergraduate learning offering powerful evidence for the argument that assessment of student learning is most complete and most useful when conducted at the department level **Journal of Developmental Education** ,2017

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