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A personal essay, in the broadest sense, is a written composition which contains information and personal opinions about a specific individual (usually famous and influential individuals). It is one of the most common essays given as an assignment to students of different levels.

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Award winning essayist Scott Russell Sanders once compared the art of essay writing to "the pursuit of mental rabbits"—a rambling through thickets of thought in search of some brief glimmer of fuzzy truth. While some people persist in the belief that essays are stuffy and antiquated, the truth is that the personal essay is an ever-changing creative medium that provides an ideal vehicle for satisfying the human urge to document truths as we experience them and share them with others—to capture a bit of life on paper. Crafting the Personal Essay is designed to help you explore the flexibility and power of the personal essay in your own writing. This hands-on, creativity-expanding guide will help you infuse your nonfiction with honesty, personality, and energy. You'll discover: • An exploration of the basics of essay writing • Ways to step back and scrutinize your experiences in order to separate out what may be fresh, powerful, surprising or fascinating to a reader • How to move past private "journaling" and write for an audience • How to write eight different types of essays including memoir, travel, humor, and nature essays among others • Instruction for revision and strategies for getting published Brimming with helpful examples, exercises, and sample essays, this indispensable guide will help your personal essays transcend the merely private to become powerfully universal.

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Essays by writers representing various cultures and eras, from ancient Greece to the present, include works by Seneca, Thoreau, Dillard, Vidal, and Orwell.

For undergraduates following any course of study, it is essential to develop the ability to write effectively. Yet the processes by which students become more capable and ready to meet the challenges of writing for employers, the wider public, and their own purposes remain largely invisible. Developing Writers in Higher Education shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence. This volume draws on an in-depth study of the writing and experiences of 169 University of Michigan undergraduates, using statistical analysis of 322 surveys, qualitative analysis of 131 interviews, use of corpus linguistics on 94 electronic portfolios and 2,406 pieces of student writing, and case studies of individual students to trace the multiple paths taken by student writers. Topics include student writers' interaction with feedback; perceptions of genre; the role of disciplinary writing; generality and certainty in student writing; students' concepts of voice and style; students' understanding of multimodal and digital writing; high school's influence on college writers; and writing development after college. The digital edition offers samples of student writing, electronic portfolios produced by student writers, transcripts of interviews with students, and explanations of some of the analysis conducted by the contributors. This is an important book for researchers and graduate students in multiple fields. Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating. For linguists, it demonstrates how corpus linguistics can inform writing studies. Scholars in higher education will gain a new perspective on college student development. The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write. Finally, for high school teachers, this volume will answer questions about college writing.

Is today's language at an all-time low? Are pronunciations like cawfee and chawklit bad English? Is slang like my bad or hook up improper? Is it incorrect to mix English and Spanish, as in Yo quiero Taco Bell? Can you write Who do you trust? rather than Whom do you trust? Linguist Edwin Battistella takes a hard look at traditional notions of bad language, arguing that they are often based in sterile conventionality. Examining grammar and style, cursing, slang, and political correctness, regional and ethnic dialects, and foreign accents and language mixing, Battistella discusses the strong feelings evoked by language variation, from objections to the pronunciation NU-cu-lar to complaints about bilingual education. He explains the natural desire for uniformity in writing and speaking and traces the association of mainstream norms to ideas about refinement, intelligence, education, character, national unity and political values. Battistella argues that none of these qualities is inherently connected to language. It is tempting but wrong, Battistella argues, to think of slang, dialects and nonstandard grammar as simply breaking the rules of good English. Instead, we should view language as made up of alternative forms of orderliness adopted by speakers depending on their purpose. Thus we can study the structure and context of nonstandard language in order to illuminate and enrich traditional forms of language, and make policy decisions based on an informed engagement. Re-examining longstanding and heated debates, Bad Language will appeal to a wide spectrum of readers engaged and interested in the debate over what constitutes proper language.

Gaining full "voice" in your writing and knowing how to use it, like a singer, is absolutely essential. This book was born in writing classes where, with early encouragement, writers soon found a "voice." The book took form as I discovered how that was happening. I was determined to help bring these writers to full voice. First, they had to find a personally invested subject. So I asked them to keep a journal/notebook of their own, and to write down whatever came to mind with feeling, just that: memories of recent or past happenings, random thoughts-and images of any sort, including imaginations and dreams. What came with feeling came with voice-raw, refined, soulful, sarcastic, ironic, insightful-and true. The pleasure of voice led naturally to the pleasure of detailed description, which led to dramatic monologues, dialogues, sketches, narratives, and reflections. Exploring these descriptions for meaning led to the pleasure (sometimes pain) of discovery, and of developing meaning further with memoirs and personal essays. I structured the book using this sequence-voice to personal essay, which had developed naturally. And added a chapter on modern style.As they wrote, these writers found a natural-modern-style of their own that cleared a path for detailed description, narration, and for thinking things through. Some of the best of these writings profusely illustrate this book. Chapter 8 explores modern style, the cumulative sentence in particular, a style developed by outstanding writers of the past 100 years, among them, Hemingway, Faulkner, Steinbeck, Eudora Welty, and Rachel Carson. Though this is a book about writing, it "doesn't just focus on grammar and style," but "actually tells people how to go about writing," as one reviewer wrote. In all her years as a book publisher, she wishes that she had known about this book in order to "recommend it to the zillions of folks who wanted me to tell them how to write."

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"By respecting the intelligence of multilingual writers, this book helps teachers capitalize on the resources those students bring into the classroom. District secondary curriculum coordinators should make sure every teacher in every discipline has this book, and every university course about secondary teaching should require it." —Randy Bomer, University of Texas at Austin This resource for secondary school ELA and ELL teachers brings together compelling insights into student experiences, current research, and strategies for building an inclusive writing curriculum.The ELL Writerexpands the current conversation on the literacy needs of adolescent English learners by focusing on their writing approaches, their texts, and their needs as student writers. Vivid portraits look at tangible moments within these students' lives that depict not only the difficulties but also the possibilities that they bring with them into the classroom. The case studies are complemented by findings from current research studies by second-language writing specialists that will inform today's classroom teachers. Book Features: Activities, writing prompts, and teaching tips to support ELL learning in mainstream classes. Personal stories and voices of ELL writers, along with examples of student writing. A focus on teacher responses, revision strategies, and assignment design. Clear connections between current research, student experiences, and the classroom. Christina Ortmeyer-Hooperris an assistant professor of English at the University of New Hampshire.

In this classroom-tested approach to writing, Brock Dethier teaches readers how to analyze and write twenty-one genres that students are likely to encounter in college and beyond. This practical, student-friendly, task-oriented text confidently guides writers through step-by-step processes, reducing the anxiety commonly associated with writing tasks. In the first section, Dethier efficiently presents each genre, providing models; a description of the genres' purpose, context, and discourse; and suggestions for writing activities or "moves" that writers can use to get words on the page and accomplish their writing tasks. The second section explains these moves, over two hundred of them, in chapters ranging from "Solve Your Process Problems" and "Discover" to "Revise" and "Present." Applicable to any writing task or genre, these moves help students overcome writing blocks and develop a piece of writing from the first glimmers of an idea to its presentation. This approach to managing the complexity and challenge of writing in college strives to be useful, flexible, eclectic, and brief—a valuable resource for students learning to negotiate unfamiliar writing situations.

\*Contains 50 essays with analysis from successful Ivy League applicants, tips on how to select the best topic, what Ivy League admission officers want to see in your essay, 25 mistakes that guarantee failure and tips from Ivy League students on how to write a successful essay\*\*

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