



EVERYONE'S AN AUTHOR

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Using *Everyone's an Author* to Meet the WPA Outcomes

The National Council of Writing Program Administrators has identified the knowledge, skills, and attitudes that students should have by the time they finish a first-year composition program. *Everyone's an Author* was written with these outcomes clearly in mind, and the text supports their teaching. Here is how *Everyone's an Author* will help your students achieve the WPA Outcomes:

Rhetorical Knowledge

Desired Student Outcome	<i>Everyone's an Author</i>
Focus on a purpose	Ch. 2 "Rhetorical Situations" and all the genre chapters (7-11) include explicit guidelines prompting students to think about their purposes for writing. Such prompts are also found elsewhere in the book—eg, in Ch. 6 "Writing and Rhetoric in the Workplace," Ch. 30 "Designing What You Write," and Ch.15 "Starting Your Research."
Respond to the needs of different audiences	Ch. 2 "Rhetorical Situations" and all the genre chapters (7-11) include explicit guidelines prompting students to think about the audiences they aim to reach. Such prompts are also found elsewhere in the book—eg, in Ch. 6 "Writing and Rhetoric in the Workplace," Ch. 27 "Tweets to Reports," Ch. 30 "Designing What You Write," and Ch.15 "Starting Your Research."
Respond appropriately to different kinds of rhetorical situations	Students are prompted throughout the book to consider their rhetorical situation: in Ch. 2, which introduces the basic elements of the rhetorical situation; in each genre chapter (7-11); and in the chapters on writing in the workplace (6), doing research (15), and designing texts (30).
Use conventions of format and structure appropriate to the rhetorical situation	Document design and formatting conventions are explained in the following chapters: "Designing What You Write" (30), "MLA Style" (24), "APA Style" (25), and "Meeting the Demands of Academic Writing" (28). In addition, each genre chapter (7-11) includes discussion of how to organize an essay in that genre (see pp. 86-87, for example).
Adopt appropriate voice, tone, and level of formality	6 chapters on style—especially "What's Your Style?" (26), "Tweets to Reports" (27), "Meeting the Demands of Academic Writing" (28), and "How to Write Good Sentences" (29)—cover these topics thoroughly. Appropriate tone and level of formality are also discussed in the chapters on rhetorical situations (2) and writing and rhetoric in the workplace (6).
Understand how genres shape reading and writing	Ch.12 "Choosing Genres" explains that genres guide both readers and writers—and evolve over time. Each genre chapter (7-11, 19-20) explains the characteristic features that readers expect and that can guide writers. See also the introduction to Pt. II, pp 57-60.
Write in several genres	Pt. II covers 5 genres college students are often assigned to write: arguments, narratives, analyses, reports, profiles, and reviews—and includes a chapter that helps them decide which genres to use when the choice is theirs. Chapters elsewhere in the book provide similar guidance for writing proposals (19), annotated bibliographies (20), and job letters and résumés (6).

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Critical Thinking, Reading, and Writing

Use writing and reading for inquiry, learning, thinking, and communicating	Pt. I focuses on The Need for Rhetoric and Writing. See especially Ch.1 "Thinking Rhetorically," Ch. 5 "Writing and Rhetoric as a Field of Study," and Ch. 6 "Rhetoric and Writing in the Workplace." Ch. 28 discusses what's expected of writing in academic contexts.
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Ch. 3 explains the various elements of the writing process, and each genre chapter (7-11) guides students through the process of writing an assignment in that genre. Chs.15-22 help students find, evaluate, analyze, and synthesize primary and secondary sources.
Integrate their own ideas with those of others	Ch. 21 "Synthesizing Ideas" teaches students how to synthesize ideas from a number of sources. Ch. 22 "Quoting, Paraphrasing, Summarizing" shows students how to appropriately weave the ideas of others into their own writing. Ch. 23 "Giving Credit, Avoiding Plagiarism" focuses on how to credit sources and avoid plagiarism.
Understand the relationships among language, knowledge, and power	These relationships are stressed throughout the book, starting with Ch.1 which opens with Wayne Booth's quote "The only real alternative to war is rhetoric." Ch. 1 emphasizes how developing rhetorical habits of mind increases the chances that one's ideas will be listened to and heeded. See also Ch. 5, which quotes Susan Miller ("If you want to know how power works, you must understand how language works") and Lu Ming Mao ("When there is more than one language...the...question of communication never goes away in terms of who has the floor, who understands what's being said, and who gets listened to.")

Processes

Be aware that it usually takes multiple drafts to create and complete a successful text	Ch. 3 explains the various elements of the writing process and provides a roadmap that guides students through the process of composing a text.
Develop flexible strategies for generating, revising, editing, and proof-reading	Ch. 3 "Writing Processes" offers strategies for generating ideas and gets students thinking pragmatically about the processes that work best for them. Chs. 7-11 offer genre-specific advice for generating ideas, getting response, and revising. Ch. 29 "How to Write Good Sentences" and Ch. 31 "Checking for Common Mistakes" offer guidance for sentence-level drafting and editing.
Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work	Each genre chapter (7-11) poses genre-specific questions that encourage students to rethink what they've written in their drafts and to do additional invention work if need be. See pp. 168-169, for example.
Understand the collaborative and social aspects of writing processes	These topics are addressed in Ch.4 "The Need for Collaboration," in Ch. 33 "Taking Advantage of the Writing Center," in Ch. 34 "Joining a Writing Group," and throughout the book in focusing attention on audience and context as key elements of any rhetorical situation.
Learn to critique their own and others' works	Each genre chapter (7-11) includes genre-specific prompts for looking critically at a draft, seeking response, and revising. Ch.13 focuses on "Analyzing Arguments: Those You Read, and Those You Write." Ch. 31 provides a guide to "Checking for Common Mistakes," focusing on sentence-level issues. Ch. 4, "The Need for Collaboration," and Ch. 34, "Joining a Writing Group," offer suggestions for critiquing the work of others tactfully and helpfully.
Learn to balance the advantages of relying on others with the responsibility of doing their part	Ch. 4, "The Need for Collaboration," and Ch. 34, "Joining a Writing Group," offer advice on how to achieve this balance.
Use a variety of technologies to address a range of audiences	All examples and instruction in this book assume writers are using a variety of technologies, from texts and tweets to print reports and podcasts, to address audiences ranging from classmates and Facebook friends to instructors and employers.

Composing in Electronic Environments

Use electronic environments for drafting, reviewing, revising, editing, and sharing texts	All the examples and instruction in this book assume writers are using a variety of digital technologies, from texts and tweets to email and podcasts, to address audiences ranging from classmates and Facebook friends to instructors and employers.
Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources	Pt. IV covers research, with extensive coverage of working with online sources in Chs.15-18. Ch. 22 gives advice about incorporating visual and audio from the web, and Ch. 23 reminds students that using electronic sources requires particular care to avoid plagiarism. Chs. 24 and 25 provide guidelines and models for documenting electronic sources in MLA and APA styles.
Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts	Each of the genre chapters (7-11) discusses how that genre is used “Across Media” (see p.185-86). Roadmaps in these chapters prompt students to think about how their medium affects how they write. “Think beyond Words” exercises in the text send students online to watch videos, listen to podcasts, and view slideshows to show how genres are used in various media. A companion website — EVERYONESANAUTHOR.TUMBLR.COM — provides a collection of readings demonstrating rhetorical strategies in a digital environment.