

The Allyn and Bacon Guide to Writing

Chapter 2

Pursuing Problems: Exploratory Writing and Talking

Understanding the Chapter's Goals

This chapter builds on Chapter 1 by continuing to emphasize the importance of problematizing. In this chapter, students are taught how to pursue their questions and intellectual problems with persistent diligence. Rather than reaching quick conclusions, students can use writing and talking to explore their ideas more thoroughly. The chapter introduces students to numerous specific techniques that can help them reach new understandings about their subject matter. Writing is thus presented as a means of learning, which underscores its academic value and builds on the lessons of the previous chapter.

Reinforcing the Chapter's Rhetorical Principles

William Perry's Stages of Intellectual Development

Perry's research on the stages of intellectual development has important implications for writing teachers of first-year college students. According to Perry's findings, most first-year students are dualists, readily accepting what they are taught and doubting the validity of opposing views, if they recognize alternative positions at all. For a dualist, issues are black or white, right or wrong. A composition student who is a dualist, then, may not understand the importance of providing adequate evidence in a paper because to the student, the point may be self-evident. Also, a student who is a dualist thinks more rigidly and thus is likely to take fewer intellectual risks when writing. Such students will be challenged by the opening part of the chapter on ill-structured problems.

Understanding Perry's scheme can help you know what cognitive obstacles students encounter when writing and can help you develop realistic expectations for their work. Encouraging students to use the exploratory techniques in this chapter can prompt their

Guide To Writing Bacon

Ying Liu



Guide To Writing Bacon:

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Table of Contents Guide To Writing Bacon

1. Understanding the eBook Guide To Writing Bacon
 - The Rise of Digital Reading Guide To Writing Bacon
 - Advantages of eBooks Over Traditional Books
2. Identifying Guide To Writing Bacon
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Guide To Writing Bacon
 - User-Friendly Interface
4. Exploring eBook Recommendations from Guide To Writing Bacon
 - Personalized Recommendations
 - Guide To Writing Bacon User Reviews and Ratings
 - Guide To Writing Bacon and Bestseller Lists
5. Accessing Guide To Writing Bacon Free and Paid eBooks

- Guide To Writing Bacon Public Domain eBooks
- Guide To Writing Bacon eBook Subscription Services
- Guide To Writing Bacon Budget-Friendly Options
- 6. Navigating Guide To Writing Bacon eBook Formats
 - ePub, PDF, MOBI, and More
 - Guide To Writing Bacon Compatibility with Devices
 - Guide To Writing Bacon Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Guide To Writing Bacon
 - Highlighting and Note-Taking Guide To Writing Bacon
 - Interactive Elements Guide To Writing Bacon
- 8. Staying Engaged with Guide To Writing Bacon
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Guide To Writing Bacon
- 9. Balancing eBooks and Physical Books Guide To Writing Bacon
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Guide To Writing Bacon
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Guide To Writing Bacon
 - Setting Reading Goals Guide To Writing Bacon
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Guide To Writing Bacon
 - Fact-Checking eBook Content of Guide To Writing Bacon
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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