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Writing is a varied critical and imaginative process, not a rigid adherence to a set of conventions. Based on that premise, the third edition of College Writing, like its previous editions, continually exhorts students to find and celebrate their own voices. In fact, it is this affirmation of individual creativity that sets College Writing apart from other process-oriented rhetorics. Lively and conversational in tone, the third edition boasts a writer-to-writer perspective that will put students at ease. College Writing walks students through the main elements of writing, from discovery and research to revising and editing. At the same time, author Toby Fulwiler allows for many detours in his step-by-step approach, with frequent reminders that everyone's processes are unique and that establishing and maintaining a personal voice can be achieved while meeting conventional academic expectations. Fulwiler examines the different, yet overlapping stages of writing. He addresses rhetorical issues of audience, purpose, and voice, as well as the details of field, library, and Internet research, with particular attention to evaluating sources. He also offers these new features to keep students and teachers up to date: new Web-based research information the most recent MLA guidelines increased coverage of visual elements of texts more on approaches to writing "alternative" pieces a look at the role of creative nonfiction in an academic setting With frequent examples of the best of undergraduate writing for inspiration, the inclusion of student statements about their writing problems for reassurance, and appended guides to portfolios, punctuation, and publishing for reference, College Writing, Third Edition, is a student's best companion for starting the writing process right. Since 1983, Toby Fulwiler has directed the writing program at the University of Vermont, where he teaches writing and literature courses. Author of Teaching with Writing (1987) and coauthor of The Letter Book (2000), both published by Boynton/Cook, he has also coedited numerous publications, including When Writing Teachers Teach Literature: Bringing Writing to Reading (1996), Programs That Work: Models and Methods for Writing Across the Curriculum (1990), and The Journal Book (1987), all published by Boynton/Cook.

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