

# THE SIMON & SCHUSTER GUIDE TO WRITING

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JEANETTE HARRIS | DONALD H. CUNNINGHAM



# THE SIMON & SCHUSTER GUIDE TO WRITING

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PRENTICE HALL, Englewood Cliffs, New Jersey 07632



*Library of Congress Cataloging-in-Publication Data*

Harris, Jeanette. (date)

The Simon & Schuster guide to writing / Jeanette Harris, Donald H. Cunningham.

p. cm.

Includes index.

ISBN 0-13-814617-9

1. English language—Rhetoric. 2. English language—Grammar.

3. College readers. I. Cunningham, Donald H. II. Title.

III. Title: Simon and Schuster guide to writing.

PE1408.H3456 1994b

808'.042—dc20

93-35957

CIP

Acquisitions editor: Alison Reeves

Editorial production/supervision: F. Hubert

Development editor: Joyce Perkins

Production coordinator: Tricia Kenny

Design director: Paula K. Martin

Interior design: Maureen Eide

Cover design: Carbone Smolan Associates

Cover art: Eliot Porter, "Mist on Coast, Big Sur, California,  
September 25, 1975". The Metropolitan Museum  
of Art, Gift of Eliot Porter, 1985. (1985.1033.2)

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Englewood Cliffs, New Jersey 07632

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-814617-9

Prentice-Hall International (UK) Limited, *London*

Prentice-Hall of Australia Pty. Limited, *Sydney*

Prentice-Hall Canada Inc., *Toronto*

Prentice-Hall Hispanoamericana, S.A., *Mexico*

Prentice-Hall of India Private Limited, *New Delhi*

Prentice-Hall of Japan, Inc., *Tokyo*

Simon & Schuster Pte. Ltd., *Singapore*

Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*



# PREFACE

## For the Instructor

We want this book to provide students with a variety of reading and writing experiences—experiences that will prepare them for the reading and writing they will do throughout their lives, not just as college students but as professionals, citizens, members of families and communities, and literate human beings who use language to enrich and enhance both their personal and public lives.

Several basic convictions guided us as we wrote this book:

- ❖ First, we believe it is important to integrate reading and writing instruction as fully as possible. Thus, each chapter includes reading selections, assignments, and instruction that reinforce the writing instruction and assignments. We also encourage and guide students in reading their own work in progress.
- ❖ Second, we believe students learn to read and write primarily by engaging in reading and writing. Thus, we provide students with a wide range of reading and writing assignments that are personal as well as public and pragmatic as well as aesthetic.
- ❖ Third, we believe that learning is incremental and requires reinforcement. Thus, instruction related to important concepts such as purpose and audience, modes of development, and thesis/support occur in each chapter.
- ❖ Finally, we believe that a college-level writing book should reflect the diverse nature of the typical college classroom. Thus, we balance the number of female and male authors and include authors with diverse ethnic backgrounds. In addition, the assign-



ments are designed to accommodate students of different ages and backgrounds.

### Scope and Organization of This Book

The organization of *The Simon & Schuster Guide to Writing* is simple, yet innovative. It is divided into four parts.

*Part One, Concepts* (Chapter 1), provides students with an overview of the important concepts of purpose and audience. This part also describes the reading/writing process and includes a student's text in various drafts to illustrate the overall progression from rough draft to final draft.

*Part Two, Purposes* (Chapters 2 through 8), is the main part of the book, the part students will use most often in class. Each chapter in this section focuses on a specific purpose and theme and guides students through a writing assignment based on that purpose and theme. Here is a summary:

<i>Chapter</i>	<i>Purpose</i>	<i>Theme</i>
2	Writing to Explore	On Exploring Writing
3	Writing to Reconstruct Experience	Holidays
4	Writing to Inform	On Change
5	Writing to Instruct and Advise	Advice for College
6	Writing to Solve Problems and Present Solutions	Human Relations
7	Writing to Persuade	Perception versus Reality
8	Arguing from Sources	The Environment

Each chapter in Part Two consists of the same five sections.

1. Introduction to the purpose
2. Instruction in reading for this purpose.
3. Reading selections that focus on the chapter's purpose and theme. Each of these reading selections is preceded by a brief introduction and followed by a series of questions that encourage



students to respond thoughtfully to the selection and by three writing activities—individual, collaborative, and computer—that are less formal and extensive than the major writing assignment of the chapter.

4. Discussion of the rhetorical decisions and strategies involved in writing for the particular purpose.
5. A detailed writing assignment that guides students through the process of writing a text.

*Part Three, Strategies*, is a reference section designed primarily for students to use individually. It consists of entries that explain the terms and concepts we think a student in a writing course might need to know. The entries are arranged alphabetically so that both you and your students can locate a specific entry easily. In addition, these entries are clearly cross-referenced; that is, when a particular concept or strategy (such as coherence or thesis statement) is discussed or even mentioned in the text, students are referred to the corresponding entry in the Strategies section. Thus, if students encounter a term they do not understand or want to know more about, they can simply turn to the entry in Strategies and read about it.

This reference section gives both you and your students great flexibility. The entries can be used in a number of different ways. You may assign particular entries to the class as a whole or to individual students. You may use some of the entries as the basis for classroom instruction and discussion or may simply allow students to use this section on their own.

*Part Four, the Handbook*, consists of guidelines for diction, usage, punctuation, and mechanics. This part of the book, like Part Three, is intended primarily as a resource for students.

## The Supplements

*The Simon & Schuster Guide to Writing* is supported by the following supplements:

- ❖ *The Annotated Instructor's Edition*, which is the student text enhanced with four types of teaching annotations in the margin. Most numerous are the Teaching Suggestions, which are further categorized as individual, collaborative, or computer. Second, the Connections annotations make specific linkages between the material where it occurs and related material elsewhere in the



book. Third, the Resource annotations refer to one or more of the scholarly articles in the third part of *The Instructors' Manual*. Fourth, the annotations designated by the ABC News' logo refer to the ABC News Video Library, which is available as an additional supplement.

- ❖ *The Instructors' Manual*, which consists of three parts. The first part is devoted to information and suggestions that we hope will make *The Simon & Schuster Guide to Writing* a more effective, teachable textbook. The second part provides an overview of each chapter and suggested responses to the questions that follow each of the readings. The third part consists of articles by well-known composition theorists and teachers.
- ❖ *ABC News/PH Video Library for Composition*, which includes thematically arranged video segments from ABC News' award-winning news programs such as *20/20*, *Nightline*, *World News Tonight*, *American Agenda*, and *Prime Time Live*. Serving as springboards for critical thinking and writing, the segments range from 5 to more than 20 minutes, and the Library contains nine segments. The *ABC News/PH Video Guide for the Simon & Schuster Handbook for Writers* by William Costanzo provides complete teaching notes for using the videos with the chapters and rhetorical strategies in the text.



#### Video Library Contents

##### *Nightline:*

How the World Sees America, via Hollywood  
 What Are the Differences Between Men and Women?  
 Putting in Who and What U.S. History Has Excluded

##### *Prime Time Live:*

Virtual Reality  
 Joey's Best Friend

##### *20/20:*

Hidden Messages

##### *World News Tonight/American Agenda:*

Media Studies Would Help Kids Watch TV More Critically  
 AIDS Among Teenagers

- ❖ *The New York Times: A Contemporary View* provides a newspaper-sized collection of time-sensitive articles from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the ongoing connection between what



is learned in the classroom and the type of writing that occurs in the world around us. These collections are updated twice yearly.

- ❖ *Supplementary Essays for Writers* is a collection of 31 additional essays by professional writers, grouped according to the major rhetorical categories. Each essay is accompanied by questions for discussion and writing, and each rhetorical section ends with several writing suggestions.
- ❖ *The Research Organizer* is a 64-page  $8\frac{1}{2} \times 11$  booklet providing guidance on the research process and ample room for students to record their research strategy, notes, citations, outlines, and drafts. This supplement allows students to organize and manage their research process by providing them with one convenient and structured tool for assembling all of their notes and drafts for one research paper.
- ❖ *Model Research Papers for Writers* is an  $8\frac{1}{2} \times 11$  collection of 11 actual student research papers. Including fields ranging from biology and political science to art history and English literature, this collection is intended to serve as models of documentation, stylistic conventions, and formal requirements for various disciplines.
- ❖ *Prentice Hall ESL Workbook* by Stacey Hagen and Bernice Ege-Zavala highlights grammar, usage, and writing problems of particular interest to nonnative speakers of English.
- ❖ *Prentice Hall/Simon & Schuster Transparencies for Writers* is a set of 100 two- and four-color transparencies containing exercises, examples, and suggestions for student writing. These transparencies focus on various aspects of the writing process, from generating ideas and shaping an outline to preparing a draft to revising and editing the final paper. They include coverage of usage, punctuation, and mechanics via overlays that show how sentence and paragraph errors can be most effectively corrected. Special attention is given to the effective use of research sources. Each section also contains a transparency of a work of fine art intended to serve as a springboard for student writing.
- ❖ *The Prentice Hall Critical Thinking Audio Study Cassette* is a 60-minute cassette that helps students develop their critical thinking skills. The first 50 minutes demonstrate how asking the right questions leads to better critical reading and thinking skills. The final 10 minutes consist of helpful tips on how to study, how to take effective notes, and how to become a more active learner.



- ❖ *Profiles of a Writer Video Offer* is a professionally produced video series that documents the lives and works of such respected authors as Nobel Laureate Toni Morrison and Norman Mailer. Average playing time for each tape is 55 minutes. This series provides a glimpse into the real lives of eight renowned authors. The videos are produced by organizations such as the BBC and by gifted contemporary filmmakers.
- ❖ *On-Line Handbook* is a computerized reference system that is compatible with most word processing packages. By using this reference system, students can access information from the handbook section of *The Simon & Schuster Guide to Writing* on usage, punctuation, and mechanics as they compose on the word processor. The *On-Line Handbook* also includes information on MLA and APA documentation formats and is available in both IBM and Macintosh versions.
- ❖ *Blue Pencil* is an interactive editing program that allows students to practice writing-related skills by making revisions in paragraph-length passages on the computer screen. The program is organized around skill categories that students encounter most often in their writing. A counter at the bottom of the screen keeps track of the corrections that remain to be made and feedback is made for each response that students enter. If students have trouble with a particular concept, they can solicit additional instruction from the program. Including a final review of all skill categories presented together, *Blue Pencil* is available for the IBM and Macintosh PCs.
- ❖ *Blue Pencil Authoring System* is a program that allows you to create your own exercises for the Blue Pencil program. This system includes two Blue Pencil exercise disks totaling 80 passages, 40 on each disk, representing many skill areas. The exercises on disk 2 are of a higher level of difficulty than those on disk 1. To this extensive bank of lessons you can easily add your own exercises to the skill areas provided or create entirely new skill areas. You can also customize the existing passages by adding or deleting errors to be corrected and/or modifying the feedback and hints available for your students. On-line directions and a manual are included.
- ❖ *Webster's New World Compact School and Office Dictionary Offer* combines *The Simon & Schuster Guide to Writing* and a comprehensive paperback dictionary available in a shrinkwrapped package. Featuring over 56,000 entries and assistance in pronunciation



and spelling, this compact dictionary can serve students as a reference tool throughout their college careers.

- ❖ *Webster's New World Dictionary, Third College Edition Offer* combines the text with an authoritative hard-cover dictionary containing more than 11,000 American words and phrases and over 170,000 entries.
- ❖ *Bibliotech* is a computerized Bibliography Generator for MLA, APA, and CBE documentation styles. Available for both IBM and Macintosh.

For more information about these supplements or to see them, please contact your Prentice Hall sales representative.

## Acknowledgments

This book has been a collaborative project in every sense of the word. As the two of us wrote the book, sometimes each took responsibility for drafting a major segment and then sent the draft to the other for review and revision. Less frequently, but more often than we had anticipated, we wound up sitting down together at a computer to draft or revise parts of the book.

However, the collaboration involved more than just our efforts. We are aware that a significant part of our collaboration was only possible because of the shared knowledge of the scholarly and pedagogical traditions in which we work. While we cannot make adequate acknowledgment of our debt to individual scholars, researchers, and theorists who have helped shape our thinking, readers familiar with recent composition and rhetorical theory will recognize our many obligations to those who have influenced us. We are grateful to them all.

We wish to single out for special thanks the following persons for their generous and helpful suggestions and support as we wrote this book:

- ❖ Those who took time out of their busy schedules during the late winter of 1992 to read parts of an early draft of this book and to participate in a focus group discussion during the Conference on College Composition and Communication in Cincinnati in March 1992. These persons became active collaborators at a crucial stage in the development of the book.

Irwin Weiser, Purdue University

Duane H. Roen, Syracuse University



David R. Russell, Iowa State University  
Elizabeth Metzger, University of South Florida  
Lady Falls Brown, Texas Tech University  
Francis Hubbard, Marquette University  
Jimmie Killingsworth, Texas A&M University  
Christine Hult, Utah State University

- ❖ The group at Prentice Hall who helped guide and transform our manuscript into the book in your hands: Tracy A. Augustine, who provided encouragement at the very beginning; Phillip Miller, who made important suggestions while the manuscript was still in its infancy and whose great enthusiasm for the project fueled our own enthusiasm; Joyce Perkins, whose knowledge of writing has taught us much and whose unfailing help and patience make her as close to the ideal editor and collaborator as we could hope for; Alison Reeves, whose aesthetic sense and decisions about the book's design insured that it would be physically attractive as well as theoretically sound; Gina Sluss, who shared with us the marketing viewpoint; and Frank Hubert, who guided us expertly through the important final production stage of the book.
- ❖ Mary Rees, who worked diligently to help secure permissions to reprint copyright material for use in this book.
- ❖ Colleagues at the University of Southern Mississippi and Auburn University whose contributions and counsel benefitted us greatly: Evelyn Ashton-Jones of USM's Department of English; James Flanagan, Chair of USM's Department of Sociology; Orazio Ciccarelli, Chair of USM's Department of History; Gerald Johnson of AU's Department of Political Science; Larry J. Lutz of AU's Department of Agricultural Engineering.
- ❖ The reviewers who critiqued various drafts of the manuscript.

Beverly Ann Chin, University of Montana  
Irwin Weiser, Purdue University  
Duane H. Roen, Syracuse University  
Tom Hawkins, Butler County Community College  
David R. Russell, Iowa State University  
Elizabeth Metzger, University of South Florida  
Barbara Wiedemann, Auburn University–Montgomery



Richard Batteiger, Oklahoma State University  
 Mitchell E. Summerlin, Calhoun Community College  
 Patricia Harkin, University of Toledo  
 Carol S. O'Shea, Bowling Green State University  
 James Moody, South Suburban College  
 Lady Falls Brown, Texas Tech University

These people offered many helpful suggestions that we incorporated into this book. However, their participation does not imply that they endorse all the views expressed in this book.

Finally, we are especially delighted to state our indebtedness to past students in our writing courses. They have been a continuing source of insight and useful ideas. This book is yet another of our responses to their healthy curiosity and desire to improve as writers and readers. It is with great pleasure that we also acknowledge the students whose writing appear in this book: Tammy Adams, Frank Cedeño, Toni Gagnon, Morgan Hands, Diane Johnson, Rebecca Williams Skidmore, Warren Slay, Paige Snyder, Kerry Whittman, and Jim Whorton.

In dedicating this book to the memory of Albert F. McKee (Don's step-father) and Bernice B. Gregory (Jeanette's father), we attempt to express our love and admiration for two of the most influential persons in our lives.

Jeanette G. Harris  
 Donald H. Cunningham



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# PREFACE

## For the Student

This book is pretty straightforward, but to make the best use of it, you need to know a few things about how we have designed it. *Part One, Concepts*, provides you with an overview of the reasons why purpose and audience are important concepts for readers and writers to know. This section also describes the reading/writing process.

*Part Two, Purposes*, is the part of the book you will use most often in class. Each chapter in this section explores a different purpose for writing and reading, and its reading selections all relate to that purpose and to a single theme. Each chapter ends with a writing assignment for you that deals with the same purpose and theme.

*Part Three, Strategies*, is designed primarily for your individual use. It includes explanations of terms and concepts that we think a student in a writing course might need to know. Some of the entries in this section you may never need to read or consult because you will already understand the term or concept being addressed; some you may need to refer to briefly in order to review the concept or to obtain specific information; others you may need to read carefully, perhaps more than once. This section is our attempt to make this book as useful as possible for you as an individual student. The information in it is easily accessible (entries are arranged alphabetically) and as clear and direct as we could make it. Throughout the book, boldface type is used for the terms included in the Strategies section, and in the page margin you will find the term and the page number for its entry. If you do not understand a term that is marked in this way, you can simply turn to Part Three and read about it.

The final section of the book, *Part Four, Handbook*, includes guidelines for diction, usage, punctuation, and mechanics. This part of the book, like Part Three, is intended as a resource for you, to provide you with information on these matters if you need it.



# CONTENTS

PREFACE	FOR THE INSTRUCTOR	xv
	<i>Scope and Organization of This Book</i>	xvi
	<i>The Supplements</i>	xvii
	<i>Acknowledgments</i>	xxi
PREFACE	FOR THE STUDENT	xxv
PART ONE	CONCEPTS	3
CHAPTER 1	HOW WRITERS AND READERS CONSTRUCT TEXTS	5
	Purpose—Why a Text Is Constructed	6
	Audience—To Whom a Text Is Addressed	11
	Process—How a Text Is Constructed	12
	<i>Writing</i>	12
	<i>Reading</i>	19
	Conclusion	23
PART TWO	PURPOSES	25
CHAPTER 2	WRITING TO EXPLORE	27
	Reading Written Explorations	30
	Readings for Writing: On Exploring Writing	33
	ON WRITING, Jim Whorton	33
	HARD G. SOFT G, Tobi Gillian Sanders	36
	JOURNALS FROM THE LATE FORTIES AND FIFTIES, John Cheever	39
	A WRITER'S DIARY, Virginia Woolf	43



	THE DIARIES OF LORD LUGARD, Frederick Lugard	49
	Writing to Explore	53
	<i>Understanding the Guidelines</i>	53
	Writing Assignment: On Exploring Writing	54
	<i>Planning Your Text</i>	54
	<i>Constructing Your Text</i>	55
	<i>Editing Your Text</i>	55
CHAPTER 3	WRITING TO RECONSTRUCT EXPERIENCE	57
	Reading Reconstructions of Experience	59
	<i>Recognizing Objective and Subjective Points of View</i>	60
	<i>Recognizing Narration as Argument</i>	62
	Readings for Writing: Holidays	63
	DECEMBER: FROM THE YEAR OF MY REBIRTH, Jesse Stuart	63
	HALLOWEEN PARTY, Lillian Ross	69
	GRANDPA'S OLD ROCKER, Warren Slay	73
	THE SIXTEENTH OF SEPTEMBER, Ernesto Galarza	76
	A THANKSGIVING FEAST IN ABURI, Maya Angelou	79
	IDZA NAMA, Kenneth E. Read	82
	Writing Reconstructions of Experience	90
	<i>Making the Experience Real</i>	90
	<i>Developing a Personal Writing Voice</i>	92
	Writing Assignment: Holidays	93
	<i>Planning Your Text</i>	93
	<i>Constructing Your Text</i>	94
	<i>Editing Your Text</i>	98
CHAPTER 4	WRITING TO INFORM	101
	Reading to Be Informed	103
	<i>How Information Is Used</i>	103
	<i>Evaluating Information When You Read</i>	104
	Readings for Writing: On Change	107
	A BLESSING SENT FROM HEAVEN? Morgan Hands	107
	TWO CITIES, Stanley Kauffmann	110
	PROGRESS, John Sterling Harris	114
	LIFE ON THE NEW FRONTIER: EDGE CITY, Joel Garreau	117
	FROM FRONT PORCH TO BACK SEAT, Beth L. Bailey	129
	Writing to Inform	142
	<i>Using Patterns of Development in Writing to Inform</i>	142



	<i>Evaluating Information When You Write</i>	146
	Writing Assignment: On Change	147
	<i>Planning Your Text</i>	147
	<i>Constructing Your Text</i>	149
	<i>Editing Your Text</i>	152
CHAPTER 5	WRITING TO INSTRUCT AND ADVISE	155
	Reading Instructions and Advice	157
	<i>Reading Specific Instructions</i>	157
	<i>Reading General Instructions and Advice</i>	160
	Readings for Writing: Advice for College	161
	GETTING MONEY FROM PECULIAR SOURCES AND	
	OFF-THE-WALL SCHEMES, John Bear	161
	CAMPUS RACISM 101, Nikki Giovanni	164
	CLASS IN THE CLASSROOM, Joshua Halberstam	169
	CRIME ON CAMPUS, Stacey Colino with Tina Oakland	
	and Maryann Jacobi	182
	A STUDENT AT ANY AGE, Tammy Adams	192
	Writing Instructions and Advice	195
	<i>Determining Your Purpose</i>	195
	<i>Structuring Instructions</i>	196
	<i>Establishing the Appropriate Voice</i>	196
	<i>Understanding General Guidelines</i>	197
	Writing Assignment: Advice for College	199
	<i>Planning Your Text</i>	200
	<i>Constructing Your Text</i>	201
	<i>Editing Your Text</i>	204
CHAPTER 6	WRITING TO SOLVE PROBLEMS	
	AND PRESENT SOLUTIONS	207
	Reading Problem-Solution Writing	209
	<i>Evaluating the Definition of the Problem</i>	209
	<i>Evaluating Alternative Solutions</i>	210
	<i>Evaluating the Assessment of Alternative Solutions</i>	211
	<i>Evaluating the Proposed Solution</i>	211
	Readings for Writing: Human Relations	213
	THE EDUCATION OF A DIVORCED DAD, Dudley Clendinen	213
	BRIDGING THE COMMUNICATION GAP, Frank Cedeño	221
	THE AGGRESSORS, Melvin Konner	226



AIDS ISSUES HAVEN'T GONE AWAY, Nancy L. Breuer	230
RACE AGAINST TIME, The Editors of <i>The New Republic</i>	235
Writing to Present Solutions	243
<i>Determining Your Audience</i>	243
<i>Deciding What to Include and Emphasize</i>	245
<i>Deciding on a Plan of Organization</i>	246
Writing Assignment: Human Relations	247
<i>Planning Your Text</i>	249
<i>Constructing Your Text</i>	250
<i>Editing Your Text</i>	254
<b>CHAPTER 7 WRITING TO PERSUADE</b>	<b>257</b>
Reading Persuasive Discourse	259
<i>Understanding Appeals to Logic</i>	259
<i>Understanding Appeals to Emotion</i>	262
<i>Understanding Appeals to Credibility</i>	263
<i>Understanding Underlying Assumptions</i>	264
Readings for Writing: Perception Versus Reality	267
BEAUTY AT ANY PRICE, Rebecca Williams	267
ON NATURAL DEATH, Lewis Thomas	270
THE DAY CARE DEMONS: MAKE YOUR OWN STATISTICS, Susan Faludi	274
LETTER FROM BIRMINGHAM JAIL, Martin Luther King, Jr.	279
THE MYTHS OF RACIAL DIVISION, Andrew Hacker	298
Writing to Persuade	309
<i>Constructing Logical Arguments</i>	309
<i>Using Emotional Appeals</i>	310
<i>Establishing Your Credibility</i>	311
Writing Assignment: Perception Versus Reality	315
<i>Planning Your Text</i>	316
<i>Constructing Your Text</i>	317
<i>Editing Your Text</i>	320
<b>CHAPTER 8 ARGUING FROM SOURCES</b>	<b>325</b>
Reading Arguments that Use Sources	328
<i>Understanding Why to Evaluate Sources</i>	328
<i>Knowing How to Evaluate Sources</i>	329
Readings for Writing: The Environment	332
THE EARTH'S GREEN MANTLE, Rachel Carson	332