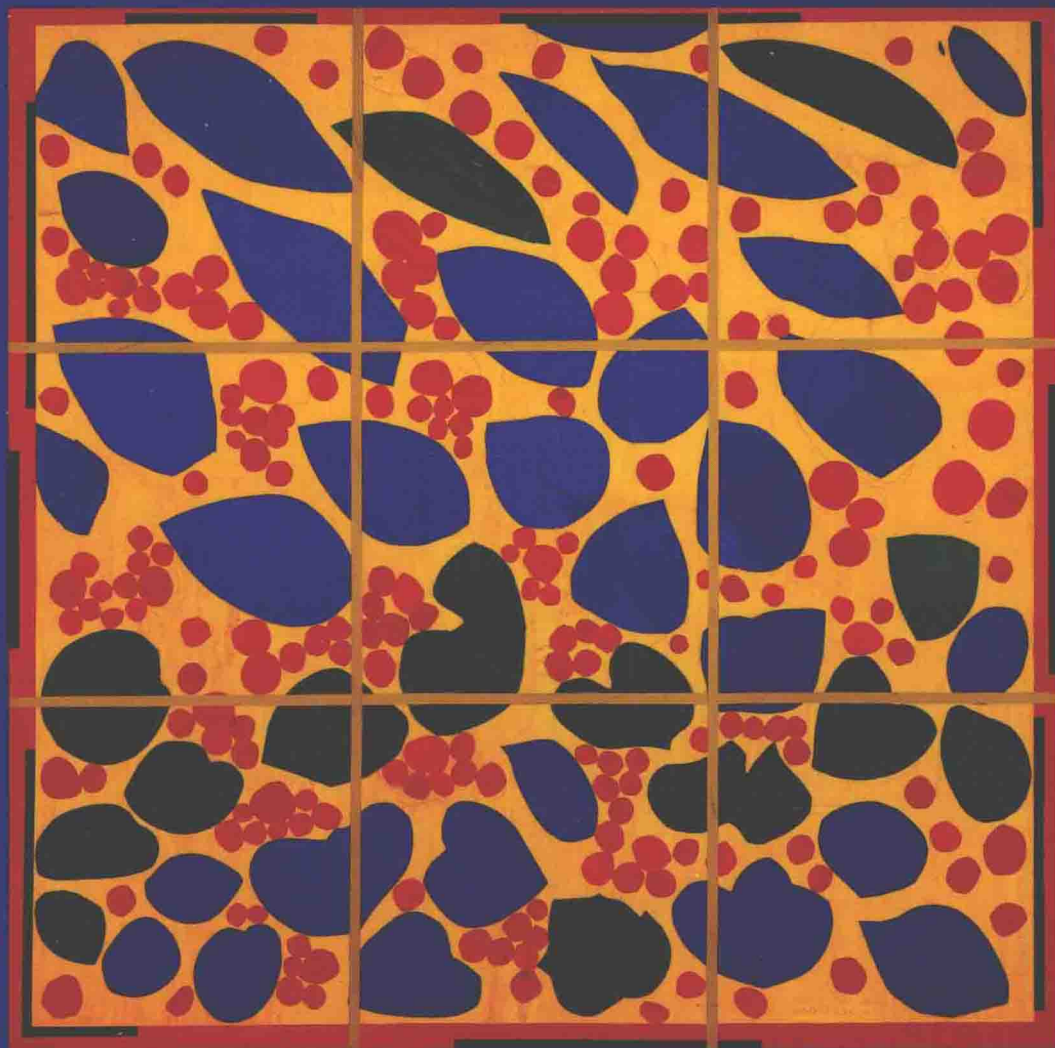


# PATTERNS

## for College Writing

A Rhetorical Reader and Guide

NINTH EDITION



Laurie G. Kirszner • Stephen R. Mandell

NINTH EDITION



# Patterns for College Writing

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A Rhetorical Reader  
and Guide

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*For Peter Phelps (1936–1990), with thanks*

# Preface

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Since it was first published, *Patterns for College Writing* has been adopted at over a thousand colleges and universities across the country. We have been delighted by the overwhelmingly positive response to the first eight editions of *Patterns*, and we continue to be gratified and awed by the many instructors who find *Patterns* to be the most accessible and most pedagogically sound rhetoric-reader they have ever used. In preparing this ninth edition, we have worked hard to fine-tune the features that have made *Patterns* the most popular composition reader available today and to develop new features that add to the book's usefulness for both instructors and students.

## **WHAT INSTRUCTORS AND STUDENTS LIKE ABOUT PATTERNS FOR COLLEGE WRITING**

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### **An Emphasis on Critical Reading**

The opening chapter, "Introduction: Reading to Write," prepares students to become analytical readers and writers by showing them how to apply critical reading strategies to a typical selection and by providing sample responses to various kinds of writing prompts. Not only does this chapter orient students to the book's features, but it also prepares them to tackle reading and writing assignments in other courses.

### **Extensive Coverage of the Writing Process**

Part One, "The Writing Process" (Chapters 1 through 3), functions as a "mini-rhetoric," offering advice on planning, writing, and revising as it introduces students to activities like brainstorming, clustering, journal writing, and editing. These chapters also include some twenty writing exercises to give students opportunities for immediate practice.

## Detailed Coverage of the Patterns of Development

In Part Two, “Readings for Writers,” Chapters 4 through 12 explain and illustrate the patterns of development that students typically use in their college writing assignments: narration, description, exemplification, process, cause and effect, comparison and contrast, classification and division, definition, and argumentation. Each chapter begins with a comprehensive introduction that presents a definition and a paragraph-length example of the pattern to be discussed and then explains the particular writing strategies and applications associated with it. Next, each chapter analyzes one or two annotated student papers to show how the pattern can be used in particular college writing situations. Chapter 13, “Combining the Patterns,” illustrates how the various patterns of development discussed in Chapters 4 through 12 can work together in an essay.

## A Diverse and Popular Selection of Readings

Varied in subject, style, and cultural perspective, the seventy professional selections engage students while providing them with outstanding models for writing. We have sought a balance between classic authors (George Orwell, Jessica Mitford, E. B. White, Martin Luther King Jr.) and newer voices (Deborah Tannen, Scott Russell Sanders, Amy Tan, Alice Walker) so that instructors have a broad range to choose from.

## More Student Essays Than Any Competing Text

To provide students with realistic models for improving their own writing, we include sixteen sample essays (four new to this edition) by actual students. These essays are also available as transparency masters so that instructors can use them more effectively in the classroom. (The transparency masters are obtainable as a printed package and as files downloadable from the *Patterns for College Writing* Web site.)

## Apparatus Designed to Help Students Learn

To help students as they read, write, and revise, each professional essay is preceded by an informative headnote and followed by four types of questions. These questions are designed to help students assess their understanding of the essay’s content and of the writer’s purpose and audience; to recognize the stylistic and structural techniques used to shape the essay; and to become sensitive to the nuances of language. Each essay is also accompanied by a Journal Entry prompt, Writing Workshop topics (suggestions for full-length writing assignments), and Thematic Connections identifying related readings in the text. Also following each essay is a Combining the Patterns feature that focuses student attention on different pat-

## A Focus on Visual Texts

In addition to the reading selections, every rhetorical chapter in the ninth edition includes a visual text—for example, a piece of fine art, a photograph, or an advertisement. Each visual text provides an accessible introduction to the pattern of development discussed in the chapter and visually reinforces the chapter's basic rhetorical concepts. Every visual is followed by questions that help students see how a particular pattern operates in visual form.

## Two New Debates and a New Casebook in the Argumentation Chapter

In response to students' changing concerns, the chapter on argumentation now includes two new debates—one on the advantages and disadvantages of national ID cards and the other on the pros and cons of gay adoption—and a new casebook of four readings on the highly controversial topic of whether or not African Americans should be entitled to reparations for the enslavement of their ancestors.

## Expanded Coverage of Writing Research Papers

The appendix "Writing a Research Paper" has been considerably expanded. This appendix takes students through the complete process of writing a research paper—from choosing a topic and doing research to avoiding plagiarism and documenting both print and online sources. The appendix also includes a wider selection of examples of MLA documentation style—especially for Internet sources and sources from the library's electronic databases. These examples have been updated in accordance with the 6th edition of the *MLA Handbook for Writers of Research Papers* (2003). The appendix closes with a new, fully documented student paper drawing on readings from the debate on national ID cards.

## MORE SUPPORT FOR INSTRUCTORS THAN ANY OTHER READER

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The extensive ancillary package available to instructors who adopt *Patterns* includes the following items:

- *An Instructor's Edition* incorporating *Resources for Instructors*, which gives instructors guidance in teaching from the text and provides sample answers to the questions following each reading. (*Resources for Instructors* is also available as a separate booklet.)
- *Transparency Masters* featuring ten peer-editing worksheets and sixteen sample student essays (available as a printed package and as files downloadable from the *Patterns for College Writing* Book Companion Site).

terns used in the essay and possible alternatives to these patterns. Each chapter ends with a list of Writing Assignments, a Collaborative Activity, and an Internet Assignment. Many of these assignments and activities have been revised and updated to reflect the most current topics as well as the most up-to-date trends and sites available on the Web.

## WHAT'S NEW IN THIS EDITION

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### Engaging New Readings

Twenty-four new essays treat topics of current interest, from dating to the environment to the workplace. Some are by well-known writers such as Barbara Ehrenreich, Annie Dillard, Richard Rodriguez, and Juan Williams, while others introduce newer yet equally compelling voices, including those of Suzanne Berne, Sherman Alexie, David Sedaris, and Gayle Rosenwald Smith. Five of the eight literature selections are also new.

### Headnotes Situating the Readings in Time and Place

Revised and expanded for this edition, the headnotes provide students with a fuller cultural and historical context for each reading, helping them make connections between the readings and the historical, social, and economic forces that shaped them.

### A Unique Grammar-in-Context Feature

A new Grammar in Context section now appears in the introduction to each rhetorical chapter. These ten sections offer specific advice on how to avoid common grammar, mechanical, and punctuation problems that are likely to arise in the context of a particular rhetorical pattern. Examples based on or drawn directly from the essays in the book show students how to eliminate these common problems in their own writing.

### An Updated Book Companion Site, Including Online Grammar Practice

For students who need more practice in mastering specific grammatical skills, the Book Companion site at [bedfordstmartins.com/patterns](http://bedfordstmartins.com/patterns) now includes Exercise Central for *Patterns for College Writing*—a unique online collection of over 7,000 exercise items conveniently arranged by topic. These exercises (also accessible at [bedfordstmartins.com/exercise-central](http://bedfordstmartins.com/exercise-central)) enable students to practice essential grammar skills—those discussed in the Grammar in Context sections as well as other important grammar, mechanical, and punctuation issues—and to get immediate feedback on their progress.



- *A Book Companion Site* <[bedfordstmartins.com/patterns](http://bedfordstmartins.com/patterns)> offering additional argumentation support materials; a downloadable version of *Resources for Instructors to Accompany PATTERNS FOR COLLEGE WRITING*; downloadable files of the transparency masters and peer-editing worksheets; access to TopLinks, a database that guides students to the best links available on the most commonly chosen writing topics; and access to online grammar practice through Exercise Central, the largest collection of grammar exercises available.

## Acknowledgments

As always, friends, colleagues, students, and family all helped this project along. Of particular value were the responses to questionnaires sent to users of the eighth edition, and we thank each of the instructors who responded so frankly and helpfully: Cathy Akers-Jordan, University of Michigan–Flint; Dan Baldwin, Muscatine Community College; Sandra Barnhill, South Plains College; Janice Bellinghiere, Grossmont College; Sharon Blackstock, Stark State College of Technology; Nan Bulish, Gonzaga University; Carlos Campo, Community College of Southern Nevada; Jennifer Clay, Okaloosa-Walton Community College; Richard Dery, Brookdale Community College; Brian Donahue, Gonzaga University; Lynn Hudson Ezzell, Cape Fear Community College; Rhonda Jones Franklin, Cape Fear Community College; Winborne H. Gautreaux, Southeastern Louisiana University; Lois Rauch Gibson, Coker College; Ken Haley, Paris Junior College; Beverly Holmes, Okaloosa-Walton Community College; Jeff Hoogeveen, Lincoln University; Linda Janakos, Santa Monica College; Clifford S. Johnson, St. Clair County Community College; Breneida Gale Lankford, University of Arkansas; Brigitte LaPresto, Pikeville College; Eleanor Latham, Central Oregon Community College; Diann Mason, Paris Junior College; David McCracken, Coker College; Brandy McKenzie, Mount Hood Community College; Tracy Miller, Towson University; Julie Nichols, Okaloosa-Walton Community College; A. Myrna Nurse, Lincoln University; Diana Nystedt, Palo Alto College; Michael Pringle, Gonzaga University; Walter Radike, St. Clair County Community College; Angela Rasmussen, Spokane Community College; Douglas Robillard, University of Arkansas–Little Rock; Lynn Rotanz, Cape Fear Community College; Claudia Salewske, San Jose State University; Jenny Scheidt, Palo Alto College; Ursula Scott, Daytona Beach Community College: Advanced Technology Center; Vivian Thomlinson, Cameron University; Rebecca Wickham, University of Michigan–Flint; and Vivian Yenika-Agbaw, Bloomsburg University.

Special thanks go to Mark Gallaher, a true professional and a valued friend, for revising the headnotes and the *Resources for Instructors* for this edition. We are also grateful to Carolyn Lengel for her help in revising the MLA documentation guidelines in the appendix.

Through nine editions of *Patterns for College Writing*, we have enjoyed a wonderful working relationship with Bedford/St. Martin's. We have al-

ways found the editorial and production staff to be efficient, cooperative, and generous with their time and advice. As always, we appreciate the encouragement and advice of our longtime friend, editor in chief Nancy Perry. In addition, we thank Joan Feinberg, president of Bedford/St. Martin's, for her support for this project and for her trust in us. During our work on this edition, we have benefited from the insights, humor, and support of Mika De Roo, senior development editor. We are grateful to Bernie Onken, project editor, and to Jennifer Wetzel, production supervisor, for their work overseeing the production of this edition; to Lucy Krikorian, art director, for the attractive new design; to New Media editors Harriet Wald, Coleen O'Hanley, and David Mogolov for their work on the *Patterns for College Writing* Web site; and to associate editors Greg Johnson and Joanna Imm and editorial assistant Kristy Bredin for help with tasks large and small.

We are fortunate to have enjoyed our own twenty-five-year collaboration; we know how rare a successful partnership like ours is. We also know how lucky we are to have our families — Mark, Adam, and Rebecca Kirsznner and Demi, David, and Sarah Mandell — to help keep us in touch with the things that really matter.

Laurie G. Kirsznner  
Stephen R. Mandell

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“Cutting the lines at the Department of Motor Vehicles to renew my driver’s license, getting out of speeding tickets and arriving late to work without a reprimand are my ‘even uppers’ for my physical limitations and for the difficulties caused by establishments not complying with the Americans with Disabilities Act.”

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“Some boys are very tough. They’re afraid of nothing. They are the ones who climb a wall and take a bow at the top. . . . They also jiggle and hop on the platform between the locked doors of the subway cars.”

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