



Edited by

Paul Eschholz and Alfred Rosa

SECOND EDITION

# Outlooks and Insights

A Reader for College Writers

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*Edited by* PAUL ESCHHOLZ  
*and* ALFRED ROSA  
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# *Outlooks and Insights*

A READER FOR COLLEGE WRITERS  
*Second Edition*

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## Preface

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The second edition of *Outlooks and Insights*, like the first, is an exciting yet practical and classroom-tested solution to an old problem: how best to use readings to help students improve their writing. Most teachers of writing, and indeed most writers, would agree that reading supports writing in many ways. A fine essay can serve as an example of masterful writing, and also of mature thought and insight; such examples can give inexperienced writers a sense of what is possible and inspire them to aim high. An essay can also provide students with information and ideas for use in their writing, or it may stimulate them to pursue new lines of inquiry and to write on new topics of their own. And of course an essay can illustrate the effective use of rhetorical strategies and techniques. The readings collected here will serve all of these familiar purposes. But *Outlooks and Insights* has an additional dimension: It provides students with explicit guidance—through discussion, examples, and exercises—in reading well and in using their reading in their writing.

This guidance is provided, first of all, in an introductory chapter, “On Reading and Writing.” Here we offer well-grounded, sympathetic, and practical instruction to students on how to become more active and accurate readers and how to turn what they read to effective use in their compositions. We acknowledge that different people respond differently to the same text, and also that one reader may use different reading strategies at different times according to the particular purpose. But we also insist that any interpretation of a text should be supported by evidence drawn from the words on the page, so that diverse readers can find common ground for discussion and agreement. To this end we offer criteria and a set of questions designed to help students respond fully to what they read and to help them distinguish between a purely personal response and reasoned understanding.

Many students are unaware of the choices they have available to them when they are required to write about something they have read. To help them better understand these options, “On Reading and Writing” offers not only advice but full-length examples of three different kinds of papers that composition students are frequently required to write: the paper that analyzes a reading, the expository or argumentative essay on a topic derived from the reading, and the personal experience essay.

All three essays were written in response to the same selection, George Orwell's "A Hanging." The first analyzes some aspects of Orwell's rhetoric, showing how he uses certain details to support his thesis. The second argues in support of capital punishment, engaging Orwell's topic but taking an independent position on it. The third recounts a personal experience in which the student writer discovered her own aptitude for thoughtless cruelty. Taken together, these compositions suggest the wide range of original responses that are possible in college writing assignments.

The heart of any anthology is, of course, the selections it contains. The readings in this new edition of *Outlooks and Insights* are both numerous and fresh. We have chosen 85 essays, 6 short stories, and 11 poems, offering instructors a large variety of options for making individual assignments and for organizing the course. The readings are grouped in eight large thematic units, beginning with themes of personal experiences and relationships, continuing with such aspects of our lives as education, work, language, and technology, and finally arriving at considerations of contemporary social issues and ethical questions. New to this edition are the focused subsections within each large thematic unit. These subsections are designed to concentrate classroom discussion and student writing on well-defined issues, concerns, and questions. For example, in the thematic unit "Men and Women" we have the subsections "Gender Roles" and "Marriage and Its Alternatives," and in "Language in America" we have "Is There a Language Crisis?" "Prejudice," and "Language That Manipulates." The selections in each subsection play off one another and encourage stimulating debate and controversy in the classroom and help to both focus and direct student writing. Because we've used these selections in our own classrooms, we know that each subsection provides a manageable and balanced assignment for a college composition class.

Each reading in this new edition has been chosen to be challenging but not baffling, and we have sought not only to appeal to students' interests and concerns but to broaden them. The selections are a mixture of the new and the familiar—familiar to composition instructors, that is, for few freshmen will have read even such durable pieces as E. B. White's "Once More to the Lake," Rachel Carson's "The Obligation to Endure," and George Orwell's "Politics and the English Language," essays that have earned their places in the small canon of essential readings for compositions classes. We have been particularly careful to choose readings that are provocative or have an argumentative bent and that contain information that students can use to effect in their own writing.

Most of the essays in *Outlooks and Insights* were written in the last decade or two, but we have seasoned them with a few selections from classic authors—Jefferson, Thoreau, the apostle Matthew. In most sections we have also included a poem and a story which we think can be used effectively in a composition course; any writer can learn from the meticulously sustained irony of Auden's "The Unknown Citizen" as well as from Gregory's "Shame," from the controlled and modulated prose style of a Welty or Oates story as well as from that of a White or Didion essay. The questions and writing suggestions for the stories and poems are much like those supplied for the essays, with minimal attention to questions of literary form, but at the end of "On Reading and Writing" we do alert students to some important generic differences, so that they will not read stories and poems in exactly the same way they read essays.

The questions and writing topics supplied for each selection further develop and exploit the advice and instruction given in "On Reading and Writing." The study questions about each essay, story, and poem, like the general questions in the introduction, help students to test and increase their understanding of what they have read, and may also help them gather material for analytical papers. The assignments, which are called "Writing Topics," focus the students' attention on the central issues and questions of the thematic units. Often we use these topics to generate classroom discussion and debate before we ask our students to write. We find that such discussions coax students to develop their own lines of thinking and to articulate clearly their views on a specific issue. The writing topics suggest ways that students may use a reading in their writing, and they are designed to elicit results ranging from autobiographical essays to research papers.

Each thematic section begins with a picture and several epigraphs which highlight the issues of that section. These materials, particularly the epigraphs, may find use in their own right as objects of discussion and as sources of writing assignments. Each selection is provided with a biographical headnote which sets the piece in the context of the author's work and where necessary supplies information about the author's original audience and purpose. To make *Outlooks and Insights* still more flexible and useful, there is a rhetorical table of contents that classifies the selections by type and by principle of organization, as well as a glossary that will help students understand rhetorical and literary terms in the questions without having to refer to other sources.

In working on the second edition of *Outlooks and Insights* we have benefitted inestimably from the observations and suggestions of our fellow teachers from across the country: Dorothea L. Alex, North Central Col-

lege; Mia Anderson, Bergen Community College; Ronnie Apter, Fairleigh Dickinson University; Helen Aron, Union County College; Kathleen Ashley, University of Southern Maine; Bruce Bashford, SUNY at Stony Brook; Patricia Bennett, University of Connecticut; Kimberly M. Blaeser, University of Notre Dame; Deborah Bosley, Millikin University; Joe S. Britton, Kentucky Wesleyan College; Ada Brotman, American River College; Carol Burns, Southern Illinois University; Richard Cloyed, Kearney State College; Peter Cortland, Santa Rosa Junior College; Faye Curran, Wilmington College; Mary Depriest, University of Oregon; Wayne G. Deahl, University of Wyoming; Wilma Delaney, North Central College; Eloise Dielman, University of Oregon; Carol Dombrowski, Suffolk University; Leonard Engel, Quinnipiac College; Charles Fishman, SUNY at Farmingdale; Grace Flisser, Community College of Philadelphia; Barbara Friedman, St. John's University; Susan Frisbie, University of Santa Clara; Genie Goicoechea, Northern Nevada Community College; Bruce Gold, Pennsylvania State University; Gloria Gross, California State University at Los Angeles; Elizabeth Gruen, Union County College; Sheila Gullickson, Moorhead State University; Karen M. Henry, North Central College; Jean Hodgin, North Shore Community College; Dorothea Hoffner, Union County College; Joan Hunter, New Mexico State University; Madelyn Jablon, Clarion University of Pennsylvania; Johanna Jung, Southampton College; Daniel Kaderli, University of Texas at San Antonio; Thomas M. Kitts, St. John's University; Ali Lang, Southeastern Massachusetts University; Anne Laskaya, University of Oregon; Mary Lauberg, St. Louis Community College at Florissant Valley; Milton Levin, Trenton State College; Emily M. Liebman, St. Louis Community College at Florissant Valley; Marcus C. Lopez, Solano Community College; Joanne L. Lynn, California State University at Fullerton; Sharon Malone, Wilmington College; Bonnie Martin, George Mason University; Wolfgang McAninch-Rünzi, University of Oregon; Margaret McBride, University of Oregon; Alfred McDowell, Bergen Community College; Barbara G. Merkel, Barber-Scotia College; Jeanne Millhuff, Mid America Nazarene College; Lynne Moncus, New Mexico State University; Claudia Mon Pere, University of Santa Clara; Margo J. Moore, Southeastern Massachusetts University; Thomas Mullen, Slippery Rock University; John S. Nelson, Rocky Mountain College; Eric W. Nye, University of Wyoming; Patrick O'Brien, Cypress College; Kevin Oderman, Iowa State University; Twila Yates Papay, Hofstra University; William Powell, Lane Community College; Robert Reilly, Rider College; Gerald Richman, Suffolk University; Gertrude Robertson, University of Toledo; Lyn Robertson, Denison University; Pamela S. Rosenbaum, Roosevelt University; Steven Serafin, C. W. Post Center, Long Island University; Marvin W.

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The selections in *Outlooks and Insights* are arranged in eight sections according to their themes. The following contents, which is certainly not exhaustive, first classifies many of the essays according to the rhetorical strategies they exemplify. It then classifies selections by genre—poems, short stories, autobiographical and biographical writings, speeches, and so forth.

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