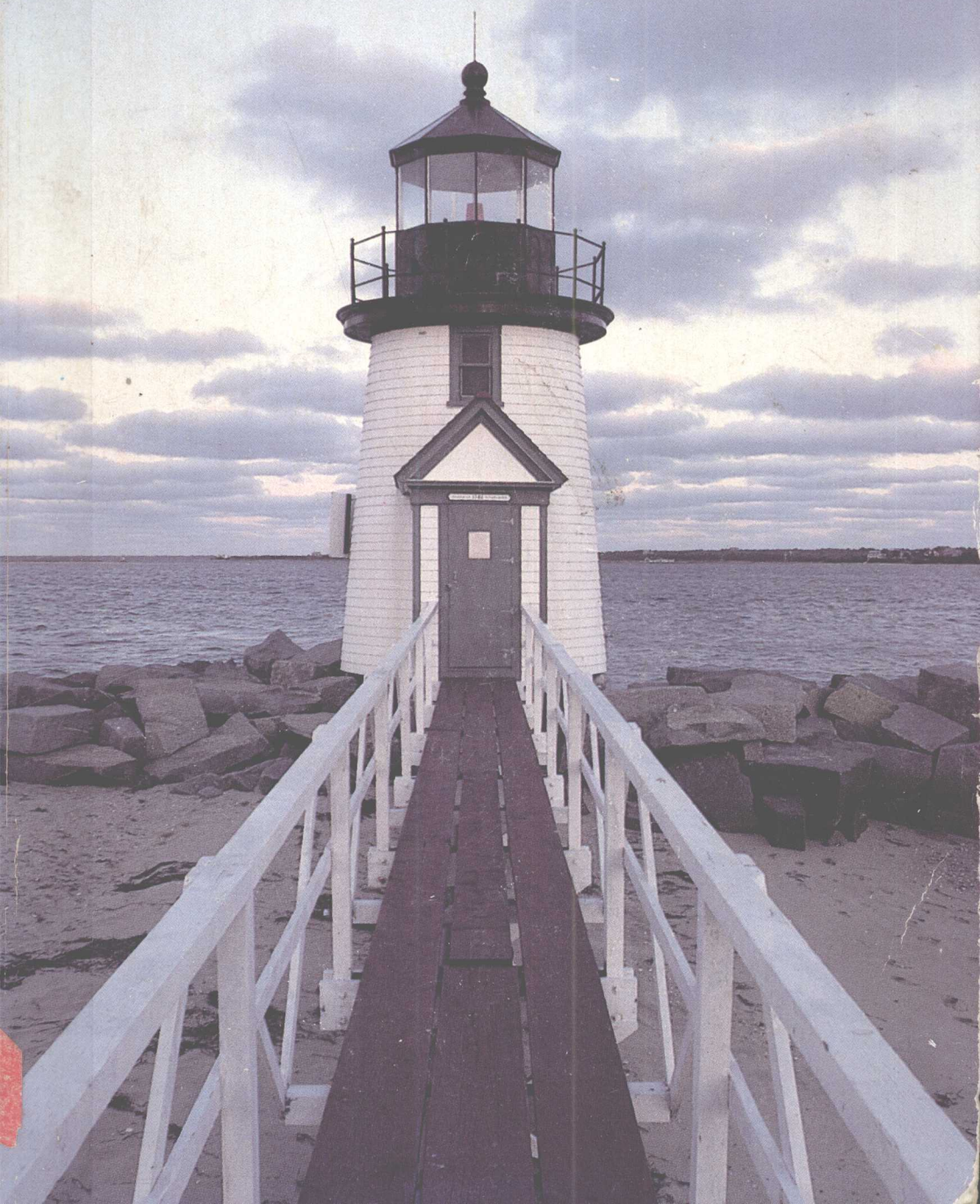


VIEWPOINTS

W. Royce Adams



V

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*Readings Worth
Thinking and
Writing About*

W. ROYCE ADAMS

Santa Barbara City College

*D. C. Heath and Company
Lexington, Massachusetts Toronto*

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To The Instructor

Viewpoints: Readings Worth Thinking and Writing About is a thematic collection of readings that have been used successfully with developmental students to stimulate ideas for discussions and their own compositions. None of the readings is very long; most are essays, but a few poems and stories appear.

The premise of this collection is that students who have difficulty writing compositions usually have not or do not read much beyond their assigned textbooks. To provide them merely with grammar drills is not enough. They need to know what to look for when they read; they need to understand what an essay is and how it is constructed; they need to be shown the relationship of reading and writing skills; they need to be exposed to various writing styles; they need to experience the range of emotions that good writing can convey; and they need to see how writers work and how that knowledge can work for them. But most importantly, they need to be introduced to and provoked by the world of ideas in readings that can stimulate their own thinking.

To reach these objectives, the text is divided into two parts. Part I, **Viewpoints on Reading and Writing Essays** gives an overview of the required skills for good reading and writing. Unit 1 on reading skills explains the basic essay structure, thesis, and arrangement of support. To aid reading comprehension, it shows how to separate main ideas from supporting details, how to distinguish fact from opinion, and how to draw inferences. It also provides methods for marking and notetaking while reading, along with suggestions for keeping a reading journal.

Unit 2 on writing skills covers the three basic stages of writing: prewriting, drafting, and revising. However, while students become familiar with these stages, they are reminded that writing is not a linear, step-by-step experience but rather a recursive one, with all stages occurring and recurring throughout the writing process.

Making a writing assignment one's own, finding and developing a working thesis, arranging supporting evidence, and revising and editing tasks are all explained. The writing section draws heavily upon the information in the reading section to reflect the reading-writing connection. Rhetorical patterns are explained as aids to both reading comprehension and writing.

Both units provide models and illustrations to make clear the concepts presented. Students are periodically required to interact with the text through various reinforcement activities. After every major concept is presented, a short **writing assignment** is given that can be collected or used as the basis for a journal entry.

Part II, **Readings Worth Thinking and Writing About** contains eight thematically organized reading units. These units present a collection of perspectives on learning, human behavior, cultural heritage, changing social values, family and relationships, work, the media, and controversial issues. The unit on controversial issues presents pro and con arguments on bilingual education, the death penalty, and handgun control. The viewpoints in all units are deliberately diverse and are intended to stimulate thinking as well as to inform. Attention has been given to include in these reading selections subjects that appeal to students of various ethnic backgrounds. Many of the reading selections have not been anthologized before, but all have been selected with a developmental student audience in mind. The selections provide a wide range of styles, from formal to informal, from narrative to documented pieces. Readability levels for each selection can be found in the **Instructor's Guide**. While an effort was made to select relatively short readings at a level appropriate for developmental students, some essays will be more difficult to read than others. But if students are to develop their reading and writing skills, they must be provided with both readings and assignments that will challenge them to rise above their present level. Rather than avoid what seems to be difficult reading, students need to be shown how to approach such material, a goal of this text.

Each essay is preceded by two or three questions to engage the reader's thoughts on the selection's content, as well as a list of vocabulary words and their definitions. Following each selection are four sets of activities: **Understanding the Content**, **Looking at Structure and Style**, **Evaluating the Author's Viewpoints**, and **Pursuing Possible Essay Topics**. The questions and suggestions in these four categories draw upon the information provided in Part I. The last essay in each unit is a **student essay** written in response to the theme of that particular unit and is followed by a brief critical commentary. In some cases, flawed student essays are used in order to illustrate both the problem and the correct revision approach needed.

As with the readings, the questions and suggestions for essays reflect a graduated range of difficulty in order to provide for and to challenge the diversity of ability usually found in developmental writing classes.

The Appendix contains information on the final essay form, some possible research sources for those students interested or required to read beyond this text, and a brief section on citing and documenting sources that follows the *Modern Language Association Handbook for Writers of Research Papers*. For those who prefer the rhetorical approach to the teaching of writing, an alternate rhetorical table of contents is provided.

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Rhetoric
art of speaking
writing effectively
especially the student
principals + rules on
composition
Word choice

Rhetorical Table of Contents

variety of pattern

Reading selections containing examples of several rhetorical modes appear under more than one category.

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Slow Descent into Hell by Jon D. Hull
The Endless Streetcar Ride into the Night . . . by Jean Shepherd
Man and Woman: A Soap Opera with Real Soap by Cindy Evans
(Student Essay)
Choosing a Dream: Italians in Hell's Kitchen by Mario Puzo
Severing the Human Connection by H. Bruce Miller
Workers by Richard Rodriquez
My Mother Never Worked by Bonnie Smith-Yackel
The Issue Isn't Sex, It's Violence by Caryl Rivers

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Students' Love Affair with Anne Frank by Sharon Whitley
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Superstitious Minds by Letty Cottin Pogrebin
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Los Chinos Discover el Barrio by Luis Torres
Coming to America by Hieu Huynh
A Long Way to Go by Rosa Parks
America Isn't Falling Apart by Richard Reeves

Escaping the Daily Grind for Life as a House Father by Rick Greenberg

One Son, Three Fathers by Steven O'Brien

Workers by Richard Rodriquez

My Mother Never Worked by Bonnie Smith-Yackel

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The Practicality of the Liberal Arts Major by Debra Sikes and Barbara Murray

To Err Is Wrong by Roger von Oech

Seeing Freshly by Robert M. Pirsig

Stargazing with Whitman by Linda Klouzal (Student Essay)

Fun. Oh, Boy. Fun. You Could Die from It. by Suzanne Britt Jordan

What's Wrong with Black English by Rachel L. Jones

Trouble for America's 'Model' Minority by David Whitman

What's a Baby Boomer? by Jay Olgilvy, Eric Utne, and Brad Edmondson

Severing the Human Connection by H. Bruce Miller

Mother Love by Nancy Friday

How to Take a Job Interview by Kirby W. Stanat

Your Brilliant Career by Janet Bodnar

What You Do Is What You Are by Nickie McWhirter

TV's Crime Coverage Is Too Scary and Misleading by Georgette Bennett

Censorship in Publishing by Lynette Lamb

Reflections Dental by Phyllis McGinley

TV News: Journalism or Propaganda? by Jim Stone (Student Essay)

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To Err Is Wrong by Roger von Oech

Settling in the Cities by Albert Robbins

It Is Time to Stop Playing Indians by Arlene B. Hirschfelder

Trouble for America's 'Model' Minority by David Whitman

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The Issue Isn't Sex, It's Violence by Caryl Rivers
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Presenting the Good News About Black College Students by R. Richard Banks

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