

STRATEGIES

A RHETORIC AND READER
WITH HANDBOOK

FIFTH EDITION

CHARLENE TIBBETTS
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UNIVERSITY OF ILLINOIS (URBANA-CHAMPAIGN)

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Preface

With this new edition of *Strategies* we provide a complete text for a college course in writing—Rhetoric, Readings, and Handbook. The Rhetoric covers the major problems and principles of composition, from prewriting to editing and revising. The Readings give a broad sampling of modern prose from which students can learn both writing and reading techniques. The Handbook offers brief answers to typical problems in grammar and usage.

The Theme of this Book: Choice

When we picked the term *strategies* for our first book in 1969, we did so to stress the idea that there are many ways to create a good piece of writing. At every stage, the writer faces options and makes decisions.

So the theme of this book is, simply: *Writers have choices*. At different times and for different purposes, they will make different choices. At the same time, instructors want a textbook that gives them flexibility in organizing the course to meet the needs of students and society. We hope that this new edition provides that flexibility.

The Student's Choices

For the student, the opportunity to choose arises first in the process of finding and limiting an idea. It continues as he or she selects a method for developing and organizing the idea. Choice is ever-present as the student decides which words are most clear and appropriate, as sentences are written and revised, and as the entire paper is revised and edited.

The Instructor's Choices

We have arranged the parts of the book around the elements of composition—stance, organization, paragraphs, sentence structure, and so on. The Rhetoric provides the theory, along with a wealth of exercises and practices. The Readings allow the instructor to apply theory—to show how writers in a real world solve their problems. Sometimes they bend the theory a good bit, sometimes they violate it entirely: a very good thing for students to know! Writing may have rules, but one has to know when and how to apply them.

In addition, the Readings provide ideas for discussion and topics for papers. For instance, if student Jane Smith does not agree with Linda Hasselstrom's idea that she should pack a pistol to defend herself (pages 398–403), then Jane can write an argument detailing her disagreement. Writing (we insist to students) is a free-for-all affair in the realm of ideas. Dive into the Readings, get your intellectual bearings, and surface with a viewpoint. All students have a stake in contemporary debates, and an essay of their own to nail on the classroom door.

What Distinguishes this Edition?

We have added a new chapter on rhetorical ethics. This chapter—"The Question of Ethics in Writing and Reading"—now introduces the book. We hope that this echo of classical rhetoric will be useful to students as they struggle with the difficult problem of making their writing believable as well as effective.

We have rewritten the Argument chapter completely, using new material and examples, along with a new section on fallacies. Chapter 6, "What Words Should You Avoid?" is also new. For foreign speakers, we have added a section on the articles (*a*, *an*, and *the*)—pages 449–452 in the Handbook.

Chapter 7, on basic sentence structure, has been partly rewritten to clarify some elements of what we call the *sentence base system*.

We have continued to use charts and tables in the text, and to revise them where necessary. For example, note the practical tables on documentation systems for the research paper (pages 142–151). These tables allow students to see, *in visual form*, the MLA system as it applies to all parts of documentation in a research paper.

The Reader, based on the Fourth Edition of our HarperCollins reader *Strategies: A Rhetoric and Reader* (1992), has nine new readings (Don Holt, "Leaving the Farm"; Oliver Sacks, "The Man Who Mistook His Wife for a Hat"; William Oscar Johnson, "Sports and Beer—There's Trouble Brewing"; Lars Eighner, "On Dumpster Diving"; Joshua Janoff, "A Gen-X Rip Van Winkle"; Kay S. Hymowitz, "'American Cool' is Killing Love"; Alex Kozinski, "Ten Reasons Skiing is Dead"; Robert Hughes, "Take This Revolution. . ."; and Linda Hasselstrom, "Why One Peaceful Woman Carries a Pistol"), along with new exercises and examples.

Here and there in the Rhetoric, we have replaced older professional and student examples of writing with new ones.

Like its predecessors, this edition of *Strategies* owes much to many people. In particular, we would like to thank the following reviewers: Cynthia Becerra, Humphreys College; Herb Smith, Southern College of Technology; Tahita Fulkerson, Tarrant County Junior College, NW; Anne C. Armstrong, Walters State Community College; Linda Rollins, Motlow State Community College; and Kirk Adams, Tarrant County Junior College, NW.

And hosannas to our editors!

Charlene and Arn Tibbetts

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PART ONE



The Rhetoric

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- 2 Finding Subjects—An Introduction*
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