

N I N T H E D I T I O N

Subjects/Strategies



A W R I T E R ' S R E A D E R

Paul Eschholz • Alfred Rosa

NINTH EDITION

Subjects/Strategies

A Writer's Reader



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Preface

Since *Subjects/Strategies* was first published in 1978, it has offered composition students timely and teachable selections that help them master the full range of rhetorical strategies they need for successful college writing. As always, we think the selections in the ninth edition of this rhetorically arranged reader will inform and entertain students, shaping their understanding of the world around them. But above all, the seventy-three selections—fifty-seven professional essays, twelve annotated student essays, and four short stories—were chosen to help students become better writers and especially to help them grasp and master nine widely used and versatile writing strategies.

Subjects/Strategies, as its title suggests, places equal emphasis on the content and form of an essay—that is, on what an essay has to say and on the techniques used to say it. All readers pay attention to content, to the substance of what writers are saying. Far fewer, however, notice the strategies that writers use to organize their writing and to make it understandable and effective. Because these strategies are such an essential element of the writer's craft, students need first to become more aware of these strategies—most of which they intuitively use already—and then to practice using them in order to write well. The most important purpose of *Subjects/Strategies* is to help students understand how a given strategy, alone or in combination, can be used most effectively to communicate a subject to an audience.

FAVORITE FEATURES OF *SUBJECTS/STRATEGIES*

A Comprehensive Four-Chapter Introduction

The first four chapters provide detailed guidelines and instruction on reading critically, writing essays, combining rhetorical strategies, and researching and documenting sources (including Web sources).

Compelling and Diverse Readings

Seventy-three readings, including twelve student essays and sixty-one professional essays and stories by some of the best classic and contemporary writers, offer a broad spectrum of subject matter, style, and cultural points of view. These engaging selections, by well-known writers including Mark Twain, Gore Vidal, Malcolm X, David Guterson, Nikki Giovanni, Gary Soto, Judith Ortiz Cofer, and Anne Lamott, demonstrate the versatility and strengths of the different rhetorical strategies for effective college writing.

Detailed Introductions to Each Rhetorical Strategy

The introduction to each rhetorical chapter opens with a definition of the rhetorical strategy under discussion and then examines examples of the strategy put into practice. Next, after discussing the various purposes for which writers use each strategy, a complete, annotated student essay employing the strategy is presented. Finally, sound, practical advice is offered on how to write an essay using that strategy. This edition includes updated guidelines on selecting topics, developing thesis statements, considering audiences, gathering evidence, choosing organizational patterns, and using other rhetorical strategies in support of the dominant strategy.

Annotated Student Essays

An annotated student essay appears in each chapter introduction, offering students realistic examples of how they can successfully incorporate rhetorical strategies into their own writing. In this edition, discussion questions have been added to follow each student essay, encouraging students to analyze and evaluate the overall effectiveness of the rhetorical strategies employed in the example.

Extensive Rhetorical Apparatus

The abundant study materials accompanying each essay in the book teach students how to use each strategy to make their writing more effective by linking their reading to their writing.

- *Journal writing activities* are provided before and after each professional selection. *Before You Read* prereading journal prompts ask students to write about their own experiences with the issues discussed in the selection. *Responding to Reading* postreading journal prompts ask students to analyze, elaborate on, or take issue with a key aspect of the selection. From time to time, discussion questions and writing assignments ask students to return to these journal writings to reflect on their early thinking before moving ahead with more formal writing tasks.
- *Questioning the Text* questions focus students' attention on the content of the selection as well as on the author's purpose. These questions help students check their comprehension of the selection, and they provide a basis for classroom discussion.
- *Understanding the Writer's Craft* questions direct students to the various rhetorical strategies and writing techniques that the writer has used. These questions encourage students to put themselves in the writer's place and to consider how they might employ the strategies in their own writing.
- *Exploring Language* questions emphasize the importance of diction, word choice, and verbal context. Each set of questions ends with a vocabulary-building exercise in which students are asked to use a dictionary to determine the meanings of certain words as they are used in the selection.
- *Combining Rhetorical Strategies* questions ask students to identify and analyze places where the author has used one or more rhetorical strategies to enhance or develop the essay's dominant strategy. For "Combining Rhetorical Strategies" essays, a number of questions are designed to reveal the rich, often complex orchestration of multiple strategies.
- *Writing Suggestions* following each professional selection are of three types. The first type focuses on the particular rhetorical strategy under discussion. The second type asks students to explore the topic of the essay or a related topic using a different strategy. The third type asks students to do some research, including research on the Internet.

End-of-Chapter Writing Suggestions

As in previous editions, there are a number of writing suggestions at the end of Chapters 5 through 13. These writing suggestions provide additional topics suitable to the strategy covered by the chapters. In preparing the suggestions, we made an effort to tie them to particular selections or pairs of selections in the chapter. Instructors can use

these writing suggestions as complements or substitutes for the more focused writing topics that accompany individual selections.

Thematic Table of Contents

Immediately after the main table of contents, a second table of contents classifies the reading selections into general thematic categories. This thematic table of contents is designed to make it easier for instructors and students to identify groups of essays that have common subject matter, thus providing further opportunities for discussion and writing based on the content of individual selections and on various rhetorical approaches to common themes.

Glossary of Rhetorical Terms

The glossary at the end of *Subjects/Strategies* provides concise definitions of terms useful in working with the rhetorical strategies presented in the text. Wherever we thought that information in the glossary might assist students in answering a study question in the text, we placed a cross-reference to the appropriate glossary entry next to the question.

NEW TO THIS EDITION OF *SUBJECTS/STRATEGIES*

New Selections

Nearly half of the professional writing in *Subjects/Strategies* is new to this edition. These new selections represent an astounding variety of writers, topics, viewpoints, and rhetorical approaches. Among the twenty-five new professional essays and three new short stories are Gore Vidal's "Lincoln Up Close"; David Guterson's "San Pedro Island"; Nikki Giovanni's "Campus Racism 101"; Lorrie Moore's "How to Become a Writer"; Gary Soto's "Like Mexicans"; Judith Ortiz Cofer's "The Myth of the Latin Woman"; Maya Angelou's "Living Well. Living Good."; and Ellen Ullman's "Needed: Techies Who Know Shakespeare."

An Expanded Chapter on Argumentation

This chapter opens with classic essays by Maya Angelou, Richard Lederer, Thomas Jefferson, and Martin Luther King Jr. To respond to the changing interests and debates of students, the chapter also contains two argument pairs on current topics (one new to the ninth edition)—"Violence in the Movies and on Television" and "Computer Technology and Education"—and a brand new five-essay case study, "Justice and the Death Penalty."

An Expanded Four-Chapter Introduction to Reading, Writing, Combining Strategies, and Research

This unique four-chapter introduction has been substantially revised to include even more comprehensive coverage on reading, writing, combining strategies, and research and documentation. To make information easier for students to use, reading and writing tips have been added throughout all four chapters in the form of easy-to-find boxes and checklists, including such topics as “How to Annotate a Text,” “Will Your Thesis Hold Water?,” “A Brief Guide to Peer Critiquing,” “Notes on Beginnings and Endings,” and “Addressing Common Writing Problems and Errors.”

- *Chapter 1, “Reading for Understanding and Meaning.”* This chapter shows students how to become stronger critical readers. Equally important, it stresses the role of reading (particularly analytical reading and critical thinking) in the student writer’s development. In response to instructors’ requests for extra advice on how to mark up a text properly, this chapter has been expanded to include sample annotations of a brief professional essay.
- *Chapter 2, “Writing Essays.”* This chapter provides students with an overview of all aspects of the writing process, using an actual student essay—from initial notes to completed final draft—as illustration. The chapter now includes a checklist for each step in the writing process, more coverage of choosing and supporting a thesis and evaluating and revising essays, and boxes on peer critiquing, introductions and conclusions, and common writing problems.
- *Chapter 3, “Combining Strategies.”* This unique chapter on mixing rhetorical strategies shows students how to use more than one strategy to achieve their purpose. A sample student essay demonstrates the possibilities open to writers who understand the function and purpose of each strategy. This edition also now includes a brief professional essay that illustrates how a number of different strategies can be used, even in a concise piece of writing. Also included is a new section explaining the purpose and function of the photographs in the book, a new feature to this edition, as well as guidelines on how to read a visual text using a sample photograph.
- *Chapter 4, “Writing Documented Essays.”* A chapter on the documented research essay includes up-to-date instruction on using print sources and electronic Internet sources, as well as guidelines for evaluating the authority and reliability of print and Internet sources and for using the most current MLA documentation style. This chapter now includes a sample Internet search, with screen

shots, to show students not only how to conduct Internet searches, but how to *evaluate* the sources they gather from the Web.

New Visual Apparatus in Each Rhetorical Chapter

Visual exercises and activities—photos and cartoons—have been paired with twenty professional essays to demonstrate to students how strategies and themes work in visual and written formats.

- *Combining Subjects and Strategies: Photographs That Accompany the Combining Rhetorical Strategies Essays.* We have introduced each of the Combining Rhetorical Strategies essays in this book with a photograph that depicts one or more of the themes in the essay. Occasionally, the photographs also demonstrate the rhetorical mode of the chapter. The questions that follow the photographs are designed to encourage close observation and critical thinking.
- *Post-essay Writing Suggestions Paired with Cartoons and Visual Texts.* A second essay in each rhetorical chapter contains one writing suggestion that has been paired with a visual component—a cartoon or a photo. Like the pre-essay photos described above, these visuals demonstrate similar themes or strategies in the essay and offer students another way of thinking about how those themes and strategies work.

It is our hope that by adding a new, visual medium to the mix of written essays and text-based analytical activities and assignments, we can demonstrate not only another approach to the themes and strategies, but also how a different medium portrays these same themes and strategies.

Questions for Revision Boxes

These checklists, which conclude the introduction to each rhetorical chapter, summarize and reinforce the chapter's key concepts and guide students in revising their own essays with that particular strategy in mind.

A Greater Emphasis on Combining Strategies

More extensive coverage of combining rhetorical strategies helps students become more skillful and flexible writers. Building on Chapter 3, which explains how to use multiple strategies in support of the dominant method, the combining of strategies is emphasized throughout the text. Each rhetorical chapter contains one highlighted selection in which rhetorical strategies are effectively combined, and every selection is accompanied by questions and activities designed to

help students put into practice what they have learned about combining strategies.

Updated Coverage of New Technologies

The coverage of new technologies throughout *Subjects/Strategies* helps students take advantage of the vast potential of the Internet. Chapter 4 on research and documentation includes guidelines for conducting research online and for evaluating the reliability and timeliness of Internet sources. It features two new sections, “Subject Directories and Keyword Searches” and “Refining Keyword Searches on the Web.” In addition, *Subjects/Strategies* continues to be the only book of its kind to offer Internet research questions for every professional selection. These Internet assignments, complete with URLs, have been revised and updated to reflect the most current sites available on the Web.

Expanded Ancillary Package

The ancillary package available to instructors includes the following items:

- An *Instructor's Edition*, incorporating the *Instructor's Manual to Accompany Subjects/Strategies*, is packed with teaching tips and answers to end-of-selection questions, including new material that reflects all the changes in the apparatus that accompany each selection.
- A new companion Web site (www.bedfordstmartins.com/subjectsstrategies) offers students the best and most current Internet links for further research. Bedford/St. Martin's TopLinks—a topical links database accessible through the site—guides students to the best links with the most useful information on the ideas presented in *Subjects/Strategies*.

ACKNOWLEDGMENTS

We are gratified by the reception and use of the eight previous editions of *Subjects/Strategies*. Composition teachers in hundreds of community colleges, liberal arts colleges, and universities have used the book. Many teachers responded to our detailed review questionnaire, thus helping us tremendously in conceptualizing the improvements to this edition. We thank Teague Bohlen, Front Range Community College; Arnold Bradford, Northern Virginia Community College; Larry Brunt, Northland Pioneer College; Kathryn Coker, Lindenwood University; Robert W. Croft, Gainesville College; Barbara J. Grossman,

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Finally, we thank each other. Beginning in 1971 we have collaborated on many textbooks on language and writing, all of which have gone into multiple editions. With this ninth edition of *Subjects/Strategies*, we enter the thirty-first year of working together. Ours must be one of the longest-running and most mutually satisfying writing partnerships in college textbook publishing. The journey has been invigorating and challenging as we have come to understand the complexities and joys of good writing and have sought out new ways to help students become better writers.

Paul Eschholz
Alfred Rosa

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