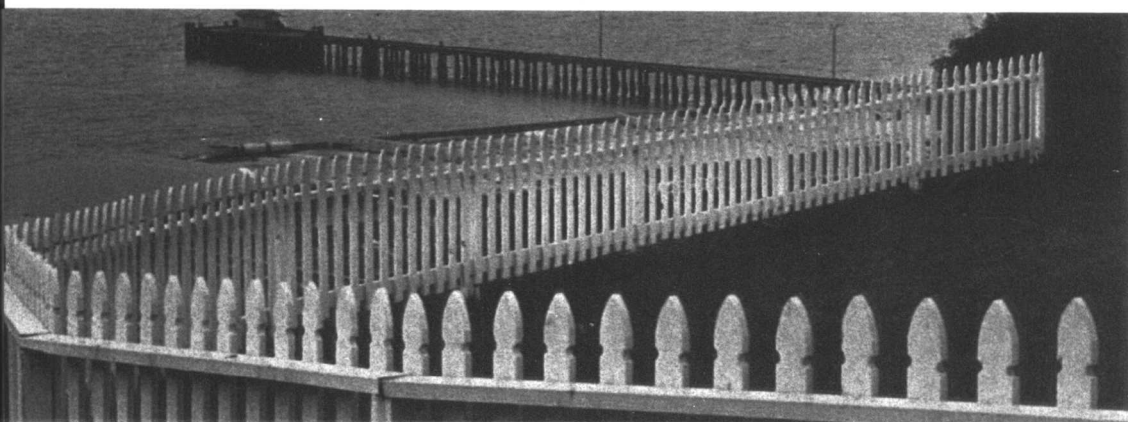


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Subjects/Strategies

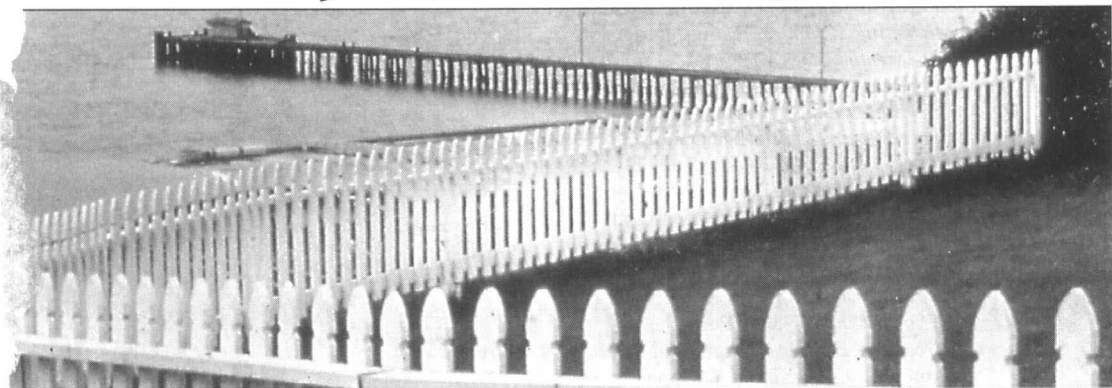


A W R I T E R ' S R E A D E R

Paul Eschholz • Alfred Rosa

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

Subjects/Strategies



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Acknowledgments

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Preface

Subjects/Strategies is a reader for college writers. The selections in this book will entertain students, inform them, and contribute to their self-awareness and understanding of the world around them. But, above all, the sixty-nine selections — twelve annotated student essays, fifty-three professional 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 authors are saying. Far fewer, however, notice the strategies that authors 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.

NEW TO THIS EDITION OF *SUBJECTS/STRATEGIES*

Virtually every aspect of this new edition of *Subjects/Strategies* has been completely updated and revised. Guided by comments and advice from colleagues and students across the country who have

used the previous editions, we have made some dramatic changes designed primarily to expand and strengthen the writing instruction offered in the text.

New Selections

Over half of the selections in *Subjects/Strategies* are new to this edition. These new selections represent an astounding variety of writers, topics, viewpoints, and rhetorical approaches. Among the thirty-one new professional essays and four new short stories are Leslie Marmon Silko's "Yellow Woman and a Beauty of the Spirit," Annie Dillard's "Getting Caught," Julia Alvarez's "Snow," David McCullough's "FDH and Truman," Deborah Tannen's "Sex, Lies, and Conversation," Stephen Jay Gould's "The Streak of Streaks," and Jamaica Kincaid's "Girl."

A Four-Chapter Introductory Section

The new four-chapter introduction provides students with comprehensive coverage of reading, writing, and researching.

- **Reading for Understanding and Meaning** A chapter on reading shows students how to become stronger critical readers. Equally important, this chapter stresses the role of reading (particularly analytical reading and critical thinking) in the student writer's development.
- **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 and more coverage of choosing and supporting a thesis.
- **Combining Strategies** This unique chapter on mixing rhetorical strategies shows students how to employ more than one strategy to achieve the purpose of their writing. A sample student essay demonstrates the possibilities open to writers who understand the function and purpose of each strategy.
- **Writing Documented Essays** A chapter on the documented research essay includes up-to-date instruction on using print sources and, new to this edition, on using electronic Internet sources. Also new to this edition are guidelines for evaluating the authority and reliability of print and Internet sources and for using the most current MLA documentation style.

A Greater Emphasis on Combining Strategies

More extensive coverage of combining rhetorical strategies helps students become more skillful and flexible writers. Building on the introductory chapter that explains how to use multiple strategies in support of the dominant method, combining strategies is emphasized throughout the text. Each 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.

Coverage of New Technologies

The coverage of new technologies throughout *Subjects/Strategies* helps students take advantage of the vast potential of the Internet. The introductory chapter on research includes guidelines for conducting research online and for evaluating the reliability and timeliness of Internet sources. In addition, this is the first book of its kind to offer Internet research questions, complete with URLs, for every professional selection.

ENHANCED RHETORICAL APPARATUS

Expanded Introduction to Each Rhetorical Strategy

We open the introduction to each rhetorical chapter with a definition of the rhetorical strategy under discussion and then we examine several annotated examples of the strategy put into practice. Next, after discussing the various purposes for which writers use each strategy, we present a complete, annotated student essay employing that strategy. Finally, we offer sound, practical advice to college writers on how to write an essay using that strategy. In this edition we offer 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.

New Journal Writing Activities

We have added new journal activities before and after each professional selection. From time to time, discussion questions and/or writing assignments ask students to return to these journal writ-

ings to reflect on their early thinking before moving ahead with more formal writing tasks.

- **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.

Strengthened End-of-Selection Questions

The questions at the end of each selection have been significantly revised and restructured to emphasize both content issues and writing craft issues. The new arrangement includes the following sets of questions:

- **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 also provide a basis for classroom discussion.
- **Understanding the Writer's Craft** questions direct students to the various rhetorical strategies and writing techniques that authors have employed. These questions encourage students to put themselves in the author's place and 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 "Exploring Language" 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 Strategies** questions ask students to identify and analyze places where an author has used one or more rhetorical strategies to enhance or develop the essay's dominant strategy. For essays designated "Combining Strategies," 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.

Expanded End-of-Chapter Writing Suggestions

There are now a greater number of writing suggestions at the end of each chapter. These writing suggestions provide additional topics suitable to the particular strategy. In preparing the new 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, an alternate 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.

Expanded Instructor's Manual

Packed with teaching tips and answers to end-of-selection questions, the new *Instructor's Manual* now reflects all the changes in the apparatus that accompany each selection.

ACKNOWLEDGMENTS

We are gratified by the reception and use of the seven 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 James Boswell Jr., *Harris-*

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Finally, we thank each other. Beginning in 1971 we have collaborated on many textbooks in language and writing, all of which have gone into multiple editions. With this eighth edition of *Subjects/Strategies*, we enter the twenty-eighth 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 sought out new ways to help students become better writers.

Paul Eschholz
Alfred Rosa

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