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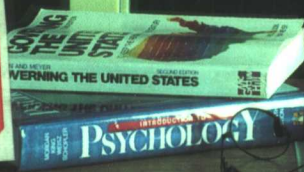
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H A R V E Y S . W I E N E R

# Reading for the Disciplines: An Anthology for College Writers

Harvey S. Wiener

The City University of New York

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# Preface

*Reading for the Disciplines* draws upon the texts that help define a solid grounding in liberal education for college students. The book shows how thinkers and writers approach their disciplines and how students can write to meet the demands of those disciplines throughout their college careers.

The structure of *Reading for the Disciplines* is simple. The first chapter, a comprehensive introduction to reading and writing across the curriculum, offers general advice about the writing process and provides a range of essays from practitioners in many disciplines. Succeeding chapters present readings organized around familiar curricular categories—science, mathematics, and technology; history, political science, and economics; psychology, sociology, and education; fine arts and mass communication; literature and literary criticism; and philosophy. Chapter introductions lay out the major concerns of these subjects and focus directly on the demands the subjects make both of writers and readers. The chapter groupings allow students to read deeply and widely in a defined academic area, to face the key issues and problems addressed by representatives of the disciplines, and to confront the manners of thought and style that distinguish good writing across the curriculum. The intent here is to provide an overview of the types of reading, writing, and thinking that a student is bound to encounter in first year courses; to stimulate students to engage discipline-based texts; and to offer students writing practice in a variety of academic areas.

Teachers and students will find a great deal of support from the reading and writing activities that accompany the selections. Biographical data and a brief introduction to each piece invite the student into each writer's world. A section called "Key Words and Concepts" identifies and defines essential vocabulary in advance of the reading. After each selection, readers address questions in three areas. "Issues in the Disciplines" focuses on the key ideas presented in the piece. "Form and Technique" addresses rhetorical and stylistic features of the work. "Writing" challenges students to think on paper about

issues reflected in the reading. Drawing on journal writing and other useful strategies, this last section helps students hone critical thinking skills by writing from the perspective of the disciplines. A section called “Language in Context” asks students to investigate new words.

A glossary of terms and concepts provides useful definitions for rhetorical devices writers should know. Two alternate tables of contents—one rhetorical, the other thematic—offer flexibility in organizing a course along different lines.

My students and my colleagues stimulated me to write this book, and I am in their debt for encouraging me, for prodding me, and for regularly pushing me to cross new boundaries. My friends, John Wright and Nora Eisenberg, listened to new ideas and bounced them back with fresh insights that always generated further thought. My editors Emily Barrosse and Lesley Denton supported the project through the ups and downs of publication. Judy Lambert of Richland College, Elaine Maimon of Queens College, and John Chaffee of LaGuardia Community College gave more of their time than any colleague has a right to expect, and I thank them for it. They were also part of the editorial advisory board, as was Richard M. Pious, Barnard College; Richard T. Schaeffer, Western Illinois University; and Martin Stevens, City University of New York. Robert Forman, St. John’s University; Nancy M. Posselt, Midlands Technical College; and Steven Strang, Massachusetts Institute of Technology were very helpful with their comments and suggestions during their review of the manuscript. I am especially grateful to Scott McPartland for all the help he gave me in developing the text. Dee Shedd worked on manuscript details with care and thoroughness. My wife and children stood by faithfully as the demands of writing once again asserted their presence in our house. I thank them all for their support.

*Harvey S. Wiener*

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