

The Short Prose Reader

Sixth Edition



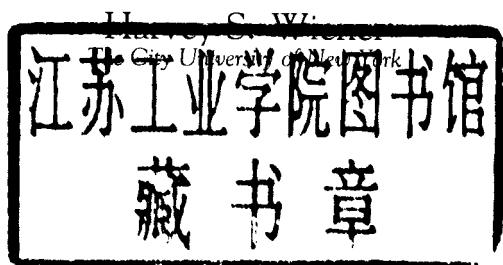
GILBERT H. MULLER

HARVEY S. WIENER

THE SHORT PROSE READER

SIXTH EDITION

Gilbert H. Muller
*The City University of New York
LaGuardia*



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THE SHORT PROSE READER

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Dr. Wiener is a member of the Standing Committee on As-

PREFACE

Now in its sixth edition, *The Short Prose Reader* continues to offer lively reading selections for college composition courses. Its twelve chapters cover all-important patterns of writing, offering students concise and lively prose models for analysis, discussion, and imitation. Designed as a practical text, it addresses the challenge that faces today's college students in reading and writing short essays.

The organization of *The Short Prose Reader* is one of its major strengths. In this edition we offer a new feature at the end of each chapter. "Summing Up" provides a means for students to focus their attention on comparative issues and writing topics. Chapter 1, "On Writing," is followed by a chapter offering four unique views of the craft of reading by well-known authors. Each of the following nine chapters contains four short essays that illustrate clearly a specific pattern or technique—description, narration, illustration, comparison and contrast, definition, classification, process analysis, causal analysis, or argumentation. For this edition we offer many new selections. We organize the text by starting with the forms of prose mastered most readily by college students, and by then moving carefully to more difficult types of analytical and argumentative writing. Students learn to build upon earlier techniques and patterns as they progress through the book. The last chapter, consisting of ten essays, offers students the opportunity to read and to discuss short prose pieces that reflect the various rhetorical strategies.

Teachers and students will discover that the essays appeal to a broad audience. Readers will be excited by William

Least Heat Moon's "Arizona 87," Malcolm X's "Prison Studies," Leonid Fridman's "America Needs Its Nerds," Ernest Hemingway's "Camping Out," Judy Syfer's "I Want a Wife," Jonathan Kozol's "Are the Homeless Crazy?" and the many other timely or controversial pieces included in the text. This is a readable text, and one that has ample representation by many different types of writers. Moreover, the essays, which range typically between 300 to 1,200 words, achieve their goals succinctly and clearly and are easy to read and to understand. The essays will alert students both to the *types* of college writing expected of them and to the *length* of an essay required frequently by teachers.

Finally, the exercises we have included for each essay are comprehensive and integrated—designed to develop and reinforce the key skills required in college writing. We have included two vocabulary exercises for each selection; the Words to Watch exercise alerts students to words they will read in context, and the Building Vocabulary exercise uses other effective methods (prefix/suffix, context clues, synonym/antonym, abstract/concrete) of teaching vocabulary. A section called Understanding the Writer's Ideas reinforces reading comprehension. Sections entitled Understanding the Writer's Techniques and Exploring the Writer's Ideas provide an excellent basis for class discussion and independent reading and analysis. The last exercise for each essay involves a dynamic approach to writing projects. Guided writing activities—a novel feature of *The Short Prose Reader*—tie the writing projects to the reading selections. Instead of simply being told to write an essay on a certain topic, students through Guided Writing will be able to move from step to step in the process of composition.

The Short Prose Reader can be used flexibly and effectively by students and teachers alike. The text is simple yet sophisticated, presenting essays and exercises that are easy to follow but never condescending. Weighing the needs and expectations of today's college freshmen, we have designed a rhetoric reader that can serve as the major text for the composition course.

We wish to thank our friend and aide, Don Linder, for

the invaluable assistance he gave us in developing the text. Next, we wish to thank our colleagues over the country for their support and are especially grateful to those who read the manuscript for this and previous editions and offered helpful suggestions: Mary Bisney, California State Polytechnic University, Pomona; Marilyn Collins, Glassboro State College; Kathy Cowan, Cabrillo College; Harry Crosby, Boston University; Mary Daly, College of DuPage; Morgan Desmond, State University of New York-ATC; Robert Esch, University of Texas, El Paso; Mary Frances Everhart, City College of San Francisco; Rowena Flanagan, Kansas City, Kansas Community College; Doug Fossek, Santa Barbara City College; Albert Geritz, Ft. Hays State College; Sister Madonna Giesilman, Donnelley College; Owen W. Gilman, Jr., St. Joseph's University; Bernard M. Goldman, Los Angeles Trade Tech College; Marc H. Goldsmith, Mitchell College; Wallace Goldstein, Westfield State College; Lillian Gottesman, Bronx Community College; Peggy-Joyce Grable, Walla Walla Community College; Wilma H. Hasse, Mitchell College; Roland Holmes, University of Illinois, Champaign-Urbana; Sharon Katz, Iona College; Isabel Kidder, Holyoke Community College; Elizabeth Latosi-Sawin, Missouri Western State College; Joseph V. Meduros, Mitchell Junior College; Robert Reising, Pembroke State University; Michael H. Riley, West Virginia Northern Community College; J. C. Searles, Pennsylvania State University; Mike Walker, Cabrillo College; and Ann N. Weisner, New York Institute of Technology.

Gilbert H. Muller

Harvey S. Wiener

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