

Open to Language

Patrick Hartwell
with Robert H. Bentley

A
NEW
COLLEGE
RHETORIC

OPEN TO LANGUAGE

A New College Rhetoric

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with

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To the Instructor

This text treats rhetoric as a coherent body of interdisciplinary knowledge, with suggestions for further reading at the end of each chapter, and it encourages inductive learning, asking the student to participate actively as learner and as writer.

We've kept the best of the standard college rhetoric text—a solid range of examples from the work of modern writers, workable final assignments that test the student's ability to learn from chapter discussions, and full handbook treatment of common errors (though our discussions appear at appropriate points in the text rather than in a separate handbook). The text will support the instructor in many ways, and it should be useful, over a two-semester period, in a number of different program sequences.

On the other hand, we have not hesitated to depart, at times maximally, from what E. D. Hirsch, Jr., calls "the collected wisdom of the textbooks." We have done so whenever our own experience, supported by our reading in composition, reading theory, psychology, and linguistics, suggests that traditional practices are limited in utility. This is an invention-centered text, with a strong focus on the writing process, and it stresses the active involvement of the learner. It offers advice on mastering the many codes of literate print discourse, but without trivializing the subject or patronizing the learner. In particular, it refines the traditional recognition that reading and writing are interrelated abilities, by treating at several points the reading skills that parallel, and support, specific writing skills.

A text such as this one is never simply the work of two authors. We owe abundant thanks to our students, who have allowed us to watch

them learn and to learn from their learning, and to our own teachers—Ronald E. Freeman, Robert M. Gorrell, and Charlton Laird. We owe much to other researchers and theorists in composition—as the references in the text and in the *Instructor's Manual* will attest. We owe special thanks to readers of our early drafts—particularly to Andrea Lunsford and to Diane Menendez—for their general support as well as their specific suggestions. Debbie Thompson of IUP prepared the index. To our colleagues at Oxford University Press, we owe particular gratitude—to Ellen Fuchs, who supported this project from its inception, to John Wright, whose tact and patience (and confidence and encouragement) helped us to complete this project, and to Nancy Amy, whose care and wisdom as textual editor improved our manuscript on every page, and did so with wit and grace.

Indiana, Pa.
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January 1982

Patrick Hartwell
Robert H. Bentley

To the Student

This text asks you to be an active learner and, from the first page, an active writer. It presents you with problems within chapters, problems that ask you to grapple actively, in thinking and writing, with the subjects we discuss, and it presents you, at the end of each chapter, with suggestions for further reading and with longer writing assignments that follow from the subjects discussed in each chapter.

You'll want to note several special features of this text. The correction chart on the inside back cover will lead you to boxed inserts which offer suggestions and examples for correcting common mistakes, and two chapters, chapters Nine and Twelve, deal with punctuation and spelling as features of what we call the *code of print*. Chapter Fourteen offers advice on two common college writing tasks, the essay examination and the investigative paper.

The "Brief Glossary of Usage," on pages 611–614, should help with questions of usage in writing, and answers to several problems in the text are given in a second appendix, "Answers to Selected Problems," pages 615–629. The index, at the end of the book, should guide you to pages that provide help with other questions.

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