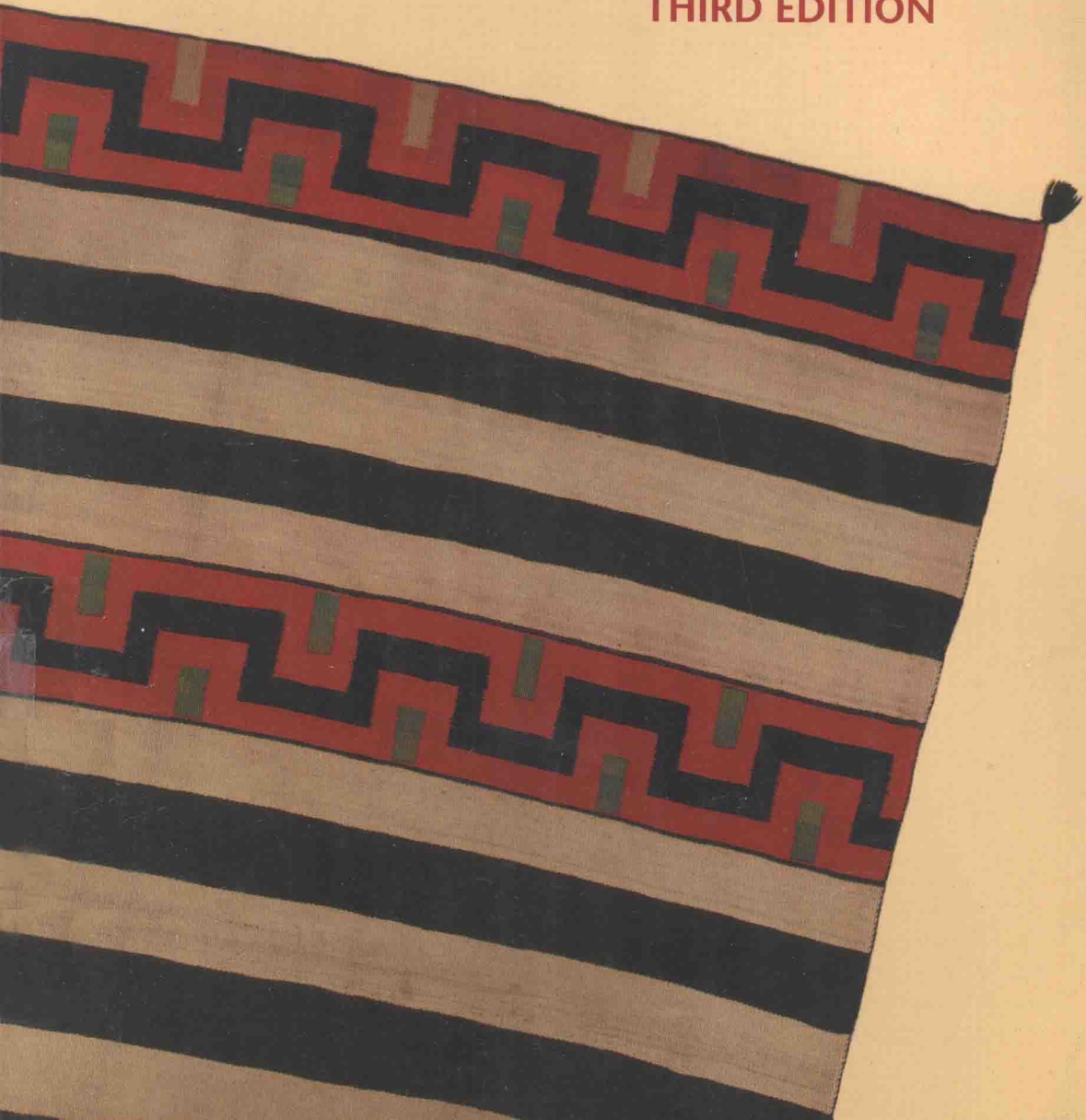


MARY LOU CONLIN

# PATTERNS

A Short Prose Reader

THIRD EDITION



# **PATTERNS**

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## *A Short Prose Reader*

*Third Edition*

**Mary Lou Conlin**

*Cuyahoga Community College*

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*A Short Prose Reader*

# Preface

Since its first edition in 1983, *Patterns: A Short Prose Reader* has offered students a variety of high-interest paragraphs and essays, as well as exceptionally complete and clear study apparatus. In this third edition, the aim is to preserve and enhance the strengths of past editions.

## *New to the Third Edition*

*Patterns*, Third Edition, strives to give students a variety of models for their own writing and the stimulus for lively classroom discussion. Features of the new edition include:

- 40 percent new selections. Selections by traditional favorites such as Russell Baker, Elizabeth Bishop, and E. B. White are joined by contemporary voices including Zora Neale Hurston, Annie Dillard, and Scott Russell Sanders.
- Chapter introductions have been completely revised and expanded to provide fuller treatment of the writing process.
- End-of-selection apparatus (Questions About the Reading, Questions About the Writer's Strategy, and Writing Assignments) have been thoroughly revised. Questions now progress from basic comprehension questions to questions with a more analytical focus.
- The Glossary has been expanded to include rhetorical and literary terms presented in the chapter introductions and in the end-of-selection apparatus. Glossary items are now boldfaced throughout the text for quick identification.

## *An Overview of Patterns*

Chapter 1, an introductory chapter, describes the basics of paragraphs and essays. In Chapters 2 through 9, the various techniques in developing the main idea—*narration, description, examples, classification and division, comparison and contrast, process, cause and effect, and definition*—are taken up in individual chapters. These techniques are the tradi-

tional *rhetorical modes*—the strategies for development that have proven effective in providing starting points for many student writers. Chapter 10, “Extra Readings,” contains essays that illustrate the ways writers combine various modes of development within a single essay.

Professional and student selections in *Patterns* were specifically chosen to build students’ confidence by showing them that writing a short, effective composition is within their reach. Selections range from simple, accessible paragraphs to longer, more challenging essays. The student writing included throughout the text will make students aware of the level of skill they can realistically expect to acquire.

The breadth of reading selections also allows the instructor a wide choice of topics—from serious and timely discussions about the morality of handguns and hidden racism to light-hearted pieces that reveal human foibles. As a stimulus to discussion, two sides of a controversial subject are sometimes provided; students will probably respond quite differently to the definitions of success offered by Ellen Goodman and Michael Korda and to views on the humanness of computers by Isaac Asimov and Lewis Thomas.

## *Apparatus*

*Patterns* offers a full range of study apparatus:

- *Headnotes* provide context for each reading selection, helping students to understand and enjoy the selection more easily.
- “*Words to Know*” defines unfamiliar words and clarifies allusions that might be unfamiliar or regional.
- *Exercises* elicit various levels of thinking from the student:

*Questions About the Reading* are designed to stimulate thinking about the selection’s meaning—expressed and implied—and help students gain fuller understanding of the writer’s message.

*Questions About the Writer’s Strategies* ask students to discuss the writer’s *thesis statement*, *mode of development*, *point of view*, *figurative language*—or whatever strategy is particularly appropriate to a given selection—and thereby promote analytical thinking.

*Writing Assignments* are related to the topic or mode of the reading selection and are designed to encourage the student to generate ideas and develop these ideas into paragraphs and essays.

- The *thematic table of contents* groups the readings in the text by themes such as “The Individual and Society,” “Life in America,” and “Careers.”
- The *Glossary* provides definitions of all rhetorical and literary terms boldfaced throughout the chapter introductions and end-of-selection questions.

### *Support for Instructors*

The Instructor’s Manual for *Patterns* offers instructors a wide variety of supplemental materials:

- Part I supplies teaching suggestions that will allow flexibility in determining course content and structure.
- Part II provides suggested answers to the reading comprehension and Writer’s Strategies questions appearing at the end of each reading selection in Chapters 2 through 10.
- Part III offers suggested questions and answers for the Extra Readings that are included in Chapter 11.
- Part IV includes a list of the reading levels according to the Fry and Dale-Chall readability formulas. Reading levels are arranged by chapter.

### *Acknowledgments*

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*Mary Lou Conlin*



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*A Short Prose Reader*

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