

INSTRUCTOR'S EDITION

Instructor's Manual Included

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WRITING  
AND  
READING  
ACROSS  
THE  
CURRICULUM

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FIFTH EDITION

LAURENCE BEHRENS

LEONARD J. ROSEN

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*Composition*

*History*

*Psychology*

*Political Science*

*Folklore*

*Sociology*

*Media Studies*

*Biology*

*Business*

*Ethics*

PROFESSIONAL  
EDITION

NOT FOR  
SALE

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# WRITING AND READING ACROSS THE CURRICULUM

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FIFTH EDITION

LAURENCE BEHRENS

*University of California, Santa Barbara*

LEONARD J. ROSEN

*The Expository Writing Program, Harvard University*

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 HarperCollins College Publishers

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Other HarperCollins books by  
Laurence Behrens and Leonard J. Rosen

*Writing Papers in College* (1986)  
*Reading for College Writers* (1987)

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*To Bonnie and Michael—  
and to L.C.R., Jonathan, and Matthew*

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*Acquisitions Editor:* Patricia Rossi  
*Developmental Editor:* Randee Falk  
*Project Coordination:* Nancy Benjamin  
*Cover Design:* Sally Bindari, Designworks  
*Production:* Willie Lane  
*Compositor:* ComCom, Division of Haddon Craftsmen, Inc.  
*Printer and Binder:* R. R. Donnelley & Sons Company  
*Cover Printer:* The Lehigh Press, Inc.

*Writing and Reading Across the Curriculum*, Fifth Edition

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**Library of Congress Cataloging-in-Publication Data**

Behrens, Laurence.

Writing and reading across the curriculum / Laurence Behrens,  
Leonard J. Rosen.—5th ed.

p. cm.

Includes bibliographical references.

ISBN 0-673-52272-5 (student edition)—ISBN 0-673-52273-3 (instructor's edition)

1. College readers. 2. English language—Rhetoric.
3. Interdisciplinary approach in literature. I. Rosen, Leonard J.
- II. Title.

PE1417.B396 1994

808'.0427—dc20

93-22929

CIP

93 94 95 96 9 8 7 6 5 4 3 2 1

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## A NOTE TO THE INSTRUCTOR

*Writing and Reading Across the Curriculum*, Fifth Edition, is a combination rhetoric-reader designed to help bridge the gap between the composition course and courses in other disciplines. The rhetorical portion introduces key writing skills that will serve students well throughout their academic careers, whatever their majors. The readings are arranged in topical chapters focused on a variety of academic disciplines; individual selections represent the kinds of issues studied—and written about—in courses throughout the curriculum.

The close relationships among readings in a particular chapter allow students to view a given issue from a number of perspectives. For instance, in Chapter 7, students will read how a historian, a sixteenth-century missionary, a high school teacher, a Native American, and two fiction writers approach the subject of Christopher Columbus, and how these individuals present their particular assumptions and observations about the subject. In every chapter of the reader, students can practice the essential college-level skills introduced in the text:

- ◆ students will read and summarize articles;
- ◆ students will read articles critically and write critiques of them, identifying and discussing the authors' (and their own) assumptions;
- ◆ students will read several articles on a particular topic and synthesize them in both explanatory and argumentative essays.

### THE ORGANIZATION OF THIS BOOK

The fifth edition of *Writing and Reading Across the Curriculum* is divided into two parts. The first part introduces the skills of summary, critique, and synthesis. Students move step-by-step through the process of writing essays based on source material. The text explains and demonstrates how summaries, critiques, and syntheses can be generated from the kinds of readings students will encounter later in the book. The first part also offers a chapter on formulating thesis statements, quoting sources, and writing introductions and conclusions, as well as a new chapter on the research paper.

The second part of the text consists of eight chapters (leading off with a “practice chapter” on ethnic identity) on topics such as gender stereotypes in the media, biotechnology, and business ethics.

## A NOTE ON THE FIFTH EDITION

In preparing the current edition, as in preparing earlier editions, we have tried to retain the essential cross-curricular character of the text while providing ample new material to keep the book fresh and timely. Both Part I and Part II have been revised extensively.

Part I consists of five chapters, including a new chapter on conducting research and writing research papers. All of the readings in the chapters on summary, critique, and synthesis focus on the much-debated subject of bilingual education. Chapters 1 (“Summary and Paraphrase”), 3 (“Critical Reading and Critique”), and 4 (“Synthesis”) have been rewritten and include new model student essays. Additionally, the chapter on summary includes new sections on summarizing figures, tables, and narratives. At the suggestion of several reviewers, we have moved the chapter dealing with thesis, introductions, and conclusions (Chapter 4 in the fourth edition) so that it now immediately follows the chapter on summary—thus allowing students to practice developing thesis statements, introductions, and conclusions as they work through the material on critique and synthesis. The material on “quoting sources” (Chapter 5 in the fourth edition) has been incorporated into the new Chapter 2 (“Thesis, Quotations, Introductions, and Conclusions”); and the material in the old Chapter 5 on “citing sources” has been incorporated into the new Chapter 5 on research papers.

To allow students to practice the skills they learn in the research chapter, we include, new to this edition, a set of Research Activities at the conclusion of every chapter in Part II, following the Synthesis Activities.

Also new to this edition is Chapter 6: “On Being Black and Middle Class: A Practice Chapter.” This chapter—which serves as a kind of interchapter between Parts I and II—consists of six relatively short selections, followed by exercises with detailed guidance that allow students to practice the techniques of summary, critique, and synthesis that they have learned in Part I.

In the remainder of Part II, one chapter, “The Case of Christopher Columbus,” is entirely new. Three chapters in the fourth edition have been reconceived, with a majority of new selections: “America’s Crisis of Confidence” (formerly “Is America in Decline?”), “Gender Stereotyping and the Media” (formerly “Gender Identity: The Changing Rules of Dating and Marriage in American Life”), and “The Brave New World of Biotechnology” (formerly “The Brave New World of Genetic Engineering”). The remaining chapters that appeared in the fourth edition—“Obedience to Authority,” “Fairy Tales: A Closer Look at Cinderella,” and “Business Ethics”—also have been revised with new selections.

As in the fourth edition, we have included at least one work of imaginative

literature in each chapter (except for the practice chapter) in Part II. And as before, we have increased the representation of women and non-Western writers.

While each chapter in Part II has been identified in the table of contents by a specific academic discipline, readers should note that selections in each chapter are drawn from across the curriculum and are not meant to represent only the named discipline. In this way, each chapter gives students experience reading and interpreting topic-related literature.

We encourage all users—students and teachers—of *Writing and Reading Across the Curriculum* to continue to send to the publisher their suggestions for improving the book and their evaluations of its effectiveness. In particular, we invite teachers to submit copies of especially successful student essays based on material in this text for possible inclusion in the Instructor's Edition for the next edition.

## ACKNOWLEDGMENTS

We would like to thank our colleagues whose evaluations and reviews helped us prepare this new edition of *Writing and Reading Across the Curriculum*. Specifically, we thank Nancy Westrich Baker, Southeast Missouri State University; Jo Ann Bomze, Beaver College; Keith Bromley, Front Range Community College; Anna Kirwan Carey, Clermont College; Robin Craig, University of California, Santa Barbara; Judith Salzinski Eastman, Orange Coast College; James W. Fulcher, Lincoln College; Krista May, Texas A & M University; Richard W. Moore, Delgado Community College; Meg Morgan, University of North Carolina, Charlotte; E. Suzanne Owens, Lorain County Community College; Donna Burns Phillips, Cleveland State University; Robert Romanelli, University of California, Santa Barbara; Robert L. Root, Jr., Central Michigan University; Albert C. Salzberg, Rhode Island College; Steven M. Strong, Massachusetts Institute of Technology; Chris Thaiss, George Mason University; Jacqueline Iossi Wheeler, Arizona State University; Thia Wolf, California State University, Chico; and Susan Wyche-Smith, Washington State University. Thanks to Peg Heffernan for explanations of statistical terminology. Thanks to the many students of our writing courses who field-tested much of the material here and let us know when we hadn't made things clear. Our special gratitude to Randee Falk, who solicited and painstakingly organized and analyzed reader response to the fourth edition and to the draft manuscript of this edition, and who provided us with enormously valuable guidance in the preparation of the final draft. Thanks to Nancy Benjamin, who ably coordinated the book's production. Finally, our heartfelt thanks for the counsel and support of our Director of Development, Betty Slack, and our English editor, Patricia Rossi.

Laurence Behrens  
Leonard J. Rosen

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## A NOTE TO THE STUDENT

Your psychology professor assigns you to write a critical report on a recently published book on human motivation. You are expected to consult additional sources, such as book reviews and related material on the subject.

Your professor is making a number of assumptions about your capabilities. Among them:

- ◆ that you can read and comprehend college-level material
- ◆ that you can synthesize separate pieces of related material
- ◆ that you can intelligently respond to such material

In fact, these same assumptions underlie practically all college writing assignments. Your professors will expect you to demonstrate that you can read and understand not only textbooks but also critical articles and books, primary sources, and other material related to a subject of study. For instance: In researching a paper on the Great Depression, you might read the historical survey you find in your history text, a speech by President Roosevelt reprinted in the *New York Times*, and a firsthand account of the people's suffering by someone who toured the country during the 1930s and witnessed harrowing scenes of poverty and despair. In a political science paper, you might discuss the concept of "executive privilege" in light of James Madison's Federalist Paper No. 51 on the proposed constitutional provision for division of powers among the three branches of government. In a sociology paper, you might undertake a critical analysis of your assigned text, which happens to be Marxist.

The subjects are different, of course, but the skills you need to work with them are the same. You must be able to read and comprehend. You must be able to perceive the relationships among several pieces of source material. And you must be able to apply your own critical judgments to these various materials.

*Writing and Reading Across the Curriculum* provides you with the opportu-

nity to practice the three essential college-level skills we have just outlined and the forms of writing associated with them, namely:

- ◆ the *summary*
- ◆ the *critique*
- ◆ the *synthesis*

Each chapter of Part II of this text represents a subject from a particular area of the academic curriculum: history, psychology, political science, folklore, sociology and media studies, biology, and business. These chapters, dealing with such topics as “Obedience to Authority,” “Gender Stereotyping and the Media,” and “The Brave New World of Biotechnology,” include the types of selections you will be asked to read in other courses.

Various sets of questions following the readings will allow you to practice typical college writing assignments. Review Questions help you recall key points of content in factual essays. Discussion and Writing Suggestions ask you for personal, sometimes imaginative responses to the readings. Synthesis Activities at the end of each chapter allow you to practice assignments of the type that are covered in detail in the first four chapters of this book. For instance, you may be asked to *describe* the Milgram experiment, and the reactions to it, or to *compare* and *contrast* a controlled experiment to a real-life (or fictional) situation. Finally, Research Activities ask you to go beyond the readings in this text in order to conduct your own independent research on these subjects.

Our selection of passages includes articles written by economists, sociologists, psychologists, lawyers, folklorists, diplomats, historians, and specialists from other fields. Our aim is that you become familiar with the various subjects and styles of academic writing and that you come to appreciate the interrelatedness of knowledge. Sociologists, historians, and novelists have different ways of contributing to our understanding of gender identity. Fairy tales can be studied by literary critics, folklorists, psychologists, and feminists. Don’t assume that the novel you read in your literature course has nothing to do with an assigned article from your economics course. Human activity and human behavior are classified into separate subjects only for convenience.

We hope, therefore, that your writing course will serve as a kind of bridge to your other courses, and that as a result of this work you can become more skillful at perceiving relationships among diverse topics. Because it involves such critical and widely applicable skills, your writing course may well turn out to be one of the most valuable—and one of the most interesting—of your academic career.

Laurence Behrens  
Leonard J. Rosen



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