

Patterns of Reflection

A Reader



Dorothy U. Seyler

Patterns of Reflection

A Reader

Dorothy U. Seyler
Northern Virginia Community College

Macmillan Publishing Company
New York

Editor: Barbara A. Heinssen

Production Supervisor: Andrew Roney

Production Manager: Nick Sklitsis

Text Designer: Patricia Smythe

Cover Designer: Natasha Sylvester

Photo Researcher: Diane Kraut

This book was set in 10/12 ITC Esprit by Dignotype, Inc. and was printed and bound by R. R. Donnelley & Sons Company. The cover was printed by New England Book Components, Inc.

Copyright © 1992 by Macmillan Publishing Company, a division of Macmillan, Inc.

Printed in the United States of America

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Publisher.

Macmillan Publishing Company
866 Third Avenue, New York, New York 10022

Macmillan Publishing Company is part of
the Maxwell Communication Group of Companies.

Library of Congress Cataloging-in-Publication Data

Patterns of reflection : a reader / [compiled by] Dorothy U. Seyler.

p. cm.

ISBN 0-02-409331-9 (paper)

1. College readers. 2. English language — Rhetoric. I. Seyler, Dorothy U.

PE1417.P396 1992

808'.0427 — dc20 91-6451

CIP

Printing: 2 3 4 5 6 7

Year: 2 3 4 5 6 7 8

Acknowledgments begin on page 349, which constitutes a continuation of the copyright page.

Preface

Patterns of Reflection is designed to provide engaging selections on personal, social, and political concerns and issues, selections that also demonstrate varied uses of the major rhetorical strategies or patterns. The organizing of chapters by both rhetorical patterns and topics makes *Patterns of Reflection* a special text, both a practical guide to the various writing patterns and purposes students will use in their college writing and a study of themes that will generate lively class discussions and personal reflections.

Patterns of Reflection asks students in its opening chapter to think about the challenges and rewards of reading and writing, both in an honest and helpful introduction and in four essays on issues such as writing anxiety and the value of keeping a journal. Each of the subsequent chapters illustrates one specific pattern, beginning with those strategies students are most comfortable with and then progressing to the more demanding patterns: narration, description, comparison and contrast, process analysis, explaining and illustrating, division and classification, definition, causal analysis, and, finally, argument and persuasion. At the same time, each chapter's thematic core has been selected to allow students to begin by reflecting on what is closest to them—their childhood, the people and places they know, the learning process, working and playing—and then move beyond their immediate lives to their society—the media, interpersonal relations, values, and social issues—and then eventually to reflect on how they want to live as individuals, as members of a group, and as part of an interdependent environment.

Within the two broad organizational patterns are diverse works appealing to many readers—to students and instructors, to readers of varied ages and backgrounds and interests. Instructors can skip some chapters and reorder others to meet the needs of their courses. Although students will have their favorite selections, all

assigned pieces will remind them of how much we all share as individuals who must grow up, learn, and prepare for work, individuals who are also members of a worldwide community. Further diversity within each chapter is achieved by (1) varying somewhat the length of selections; (2) including essays, newspaper articles, and some excerpts from longer works; (3) adding a short story or poem or fable to each chapter's nonfiction selections; (4) providing five annotated student essays illustrating description, contrast, summary, definition, and refutation; and (5) offering six four-color reproductions of fine art as springboards for writing in the description chapter. *Patterns of Reflection* is indeed a rich storehouse of opportunity.

Not forgetting that it is a text, not just a collection of readings, *Patterns of Reflection* offers many teaching aids. Each chapter gets underway with a clear explanation that moves quickly from general definition to specific guidelines for writing. Then the student is encouraged to "get started" by engaging in some reflecting and, possibly, writing activity that can be used as a preparation for reading, as a class activity, or as a basis for journal writing. An introduction precedes each reading, placing the selection within its writing context. Each selection is followed by vocabulary exercises and questions that guide students from understanding to analyzing to responding to their reading. Finally, each chapter offers topics for essay writing that grow out of the chapter's readings and that give practice in the chapter's rhetorical strategy. Topics are explained at length to help students reflect on them and then plan their essays.

Patterns of Reflection is a reader that both students and instructors will find a workable text, a text that contributes significantly to their composition course, one that is "user friendly," explaining, guiding, and supporting, without dictating to either student or instructor.

No book of value is written alone. I am happy to acknowledge the help of friends and colleagues in preparing *Patterns of Reflection*. I am indebted to Barbara Wilan, Richard Wilan, Joe Horobetz, and my daughter Ruth for advice on selections and apparatus. And thanks are due, as always, to the library staff at the Annandale Campus of Northern Virginia Community College, especially to Marion Denton, Ruth Stanton, and Janice Jeffries, for their help in solving my research problems. I am grateful to Macmillan's Scott

Rubin and my editor Barbara Heinssen for their advice and encouragement throughout the project. I also appreciate the many fine suggestions from the following reviewers of the manuscript: John V. Adams, Mary Washington College; Sara M. Blake, El Camino College; Kitty Chen Dean, Nassau Community College; Betty L. Dixon, Rancho Santiago College; Vicki Hendricks, Broward Community College; Phoebe A. Mainster, Wayne State University; Phyllis D. Prater, Columbus State Community College; June M. Verbillion, Northeastern Illinois University; and Carol Wershoven, Palm Beach Community College. Finally, I want to thank my students who gave me permission to use their essays in the text. They were hardworking students who should be proud of their achievements.



Honore Daumier, *The Washerwoman*, c. 1863. Louvre, Paris (Art Resource [K 13175 B]).



Edgar Degas, *The Dance Class*, 1874–1875. Oil on canvas, 85 X 75 cm. Musée d'Orsay, Paris (Scala/Art Resource [#K 12014]).



Pablo Picasso, *Three Musicians*, 1921. Approx. 6'7" X 7'3-3/4". The Museum of Modern Art, New York (Mrs. Simon Guggenheim Fund).



Salvador Dalí, *The Persistence of Memory*, 1931. Oil on canvas, 9-1/2" X 13". The Museum of Modern Art, New York (Given anonymously).



Pieter Bruegel, The Elder, *Hunters in the Snow*, 1565. Approx. 46" X 64". Kunsthistorisches Museum, Vienna (Scala/Art Resource, 1986 [#514Q]).



Francisco Goya, *The Third of May, 1808*, 1814. Approx. 8'8" X 11'3". Museo del Prado, Madrid (Art Resource [#K 45885]).

Contents

1 On Reading and Writing 1

- The Challenges and Rewards of Writing 1
- Some Reasons for Reading 2
- Steps to Active Reading 4
- Looking Ahead 6
- Getting Started 6
- Feiffer cartoon—"I Wanted to Be a Writer" 7
- Joseph Reynolds, "I Think (and Write in a Journal),
Therefore I Am" 8
- Gail Godwin, "The Watcher at the Gates" 11
- William Zinsser, "Clutter" 15
- Robert J. Samuelson, "Does Anyone Read Anymore?" 21
- Topics and Guidelines for Writing 25

2 Using Narration: Growing Up 27

- Using Narration 27
- Getting Started: Reflections on Growing Up 29
- Richard Rodriguez, "Complexion" 29
- Roger Wilkins, "I Became Her Target" 34
- Elizabeth Wong, "The Struggle to Be an All-American
Girl" 38
- Ron Kovic, "Born on the Fourth of July" 42
- N. Scott Momaday, "The End of My Childhood" 49
- Toni Cade Bambara, "The Lesson" 53
- Topics and Guidelines for Writing 62

3 Using Descriptive Details: Reflecting on People and Places 64

Using Description 64

Getting Started: Reflections on a Painting 66

Six paintings: Bruegel, *Hunters in the Snow*; Goya, *The Third of May, 1808*; Daumier, *The Washerwoman*; Degas, *The Dance Lesson*; Dali, *The Persistence of Memory*; Picasso, *Three Musicians*

Tracy Kidder, "Mrs. Zajac" 67

Mary E. Mebane, "My Backyard" 71

David McCullough, "I Love Washington" 77

Lance Morrow, "Africa" 81

Eudora Welty, "A Worn Path" 87

Student essay (description): "The Beach" by Jo Zimmerman 97

Topics and Guidelines for Writing 99

4 Using Comparison and Contrast: Ways of Learning 102

Using Comparison and Contrast 102

Getting Started: Reflecting on Expectations of College 105

Bruno Bettelheim, "The Importance of Fairy Tales" 105

E. B. White, "Education" 111

Claire Safran, "Hidden Lessons: Do Little Boys Get a Better Education Than Little Girls?" 115

Richard Lynn, "Why Johnny Can't Read, but Yoshio Can" 119

Liane Ellison Norman, "Pedestrian Students and High-Flying Squirrels" 128

Linda Pastan, "Marks" 133

Student essay: (contrast): "Disillusioned" by Timothy Murray 134

Topics and Guidelines for Writing 136

5 Using Process Analysis: How We Work and Play 139

Using Process Analysis 139

Getting Started: Reflections on Your Favorite Game 141

Don Lago, "Symbols of Humankind"	141
John P. Aigner, "Putting Your Job Interview into Rehearsal"	145
David E. Fisher, "The Ideal Experiment"	150
Ernest Hemingway, "Camping Out"	156
Elizabeth A. Brown, "Jogging in Japan"	161
John Updike, "Youth's Progress"	165
Topics and Guidelines for Writing	166

6 Explaining and Illustrating: "Viewing" Society 169

Using Examples and Illustrating	169
Getting Started: Thinking about Advertising	171
Paul Stevens, "Weasel Words: God's Little Helpers"	172
Bob Greene, "Thirty Seconds"	179
Michael Kinsley, "Here's What's Wrong with Negative Campaigning"	185
S. I. Hayakawa and Alan R. Hayakawa, "Seeing Is Believing"	189
George Will, "Printed Noise"	197
Leigh Montville, "Made in Heaven"	201
Topics and Guidelines for Writing	204

7 Using Division and Classification: Examining Human Connections 207

Using Division and Classification	207
Summary	209
Getting Started: Classifying Recent Reading or Viewing	210
John Holt, "Kinds of Discipline"	210
Desmond Morris, "Territorial Behavior"	215
Herbert J. Gans, "Selecting the News: Interesting Stories"	224
Michael Hughes and Walter R. Gove, "Playing Dumb"	229
James Thurber, "The Secret Life of Walter Mitty"	237
Student essay (summary): "More Wrong than Right" by Dorothy Britton	243
Topics and Guidelines for Writing	244

8 Using Definition: Understanding Ideas and Values 247

Using Definition 247

Getting Started: Reflections on White's Ideas of Democracy 249

Margaret Mead and Rhoda Metraux, "On Friendship" 249

Michael Korda, "How to Be a Leader" 255

Richard Cohen, "Envy, a Love Story" 260

John Ciardi, "Is Everybody Happy?" 264

Amy Tan, "Watching China" 269

Alistair Reid, "Curiosity" 273

Student essay (definition): "Everyday Heroes" by Kiki Sorovacu 276

Topics and Guidelines for Writing 279

9 Using Causal Analysis: Examining Social and Political Issues 281

Using Causal Analysis 281

Getting Started: Reflections on Why You Are in College 284

Robert J. Samuelson, "Teen-agers in Dreamland" 284

Diane Ravitch, "Back to Basics: Test Scores Don't Lie" 288

Adam Smith, "The Japanese Model" 294

Ellen Goodman, "A Murder in Boston" 299

Amitai Etzioni, "Duty: The Forgotten Virtue" 303

Langston Hughes, "Dream Deferred" 309

Topics and Guidelines for Writing 310

10 Using Argument and Persuasion: Preserving the Health of Our World 313

Using Argument and Persuasion 313

Getting Started: Reflections on the Challenges that Face Us 315

Alice Walker, "Longing to Die of Old Age" 316

James T. Laney, "Why Tolerate Campus Bigots?" 320

Charles Krauthammer, "Legalize? No. Deglamorize" 324

A. M. Rosenthal, "The 39th Witness"	328
Lester R. Brown, "Picturing a Sustainable Society"	331
Student essay (refutation): "Yes, Ban Assault Weapons"	
by Alan Peterson	338
Topics and Guidelines for Writing	341

Glossary	343
-----------------	------------

Acknowledgments	349
------------------------	------------