

# STUDENTS WRITING ACROSS THE DISCIPLINES

Cyndia Susan Clegg • Michael M. Wheeler Pepperdine University



Holt, Rinehart and Winston, Inc.

Fort Worth Chicago San Francisco Philadelphia Montreal Toronto London Sydney Tokyo Pages 104–105, "The End of the World" from NEW AND COLLECTED POEMS: 1917–1982 by Archibald MacLeish. Copyright © 1985 by the Estate of Archibald MacLeish. Reprinted by permission of Houghton Mifflin Co.

Publisher Ted Buchholz

Acquisitions Editor Michael Rosenberg

Developmental Editor Martin Lewis
Senior Project Editor Charlie Dierker

Manager of Production Tad Gaither

Art & Design Supervisor Vicki McAlindon Horton

Text Design Rita Naughton

Cover Design Vicki McAlindon Horton

Cover Photography Gary Logan

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

Clegg, Cyndia Susan.

Students writing across the disciplines

p. cm.

1. College readers. 2. English language—Rhetoric.

3. Interdisciplinary approach in education. I. Wheeler, Michael M.

II. Title

PE1417.C628 1991

808'.0427-dc20

90-34305

CIP

ISBN: 0-03-028762-6

Copyright © 1991 by Holt, Rinehart and Winston, Inc.

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

Requests for permission to make copies of any part of the work should be mailed to: Copyrights and Permissions Department, Holt, Rinehart and Winston Inc., Orlando, FL 32887.

Address for Editorial Correspondence Holt, Rinehart and Winston, Inc.,

301 Commerce Street, Suite 3700, Fort Worth,

TX 76102

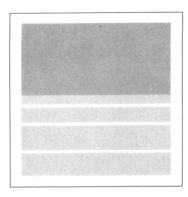
Address for Orders Holt, Rinehart and Winston, Inc.,

6277 Sea Harbor Drive, Orlando, FL 32887 1-800-782-4479, or 1-800-433-0001 (in Florida)

Printed in the United States of America

1 2 3 4 090 9 8 7 6 5 4 3 2 1

Holt, Rinehart and Winston, Inc. The Dryden Press Saunders College Publishing



# Students Writing Across the Disciplines

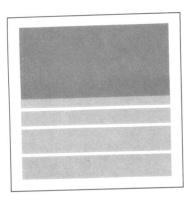
A GIFT OF

THE ASIA FOUNDATION

DISTRIBUTED BY
SHANGHAL IT. TERNATIONAL STUDIES

UNIVERSITY LIBRARY

美國亞洲基金會贈書



## **Preface**

Students Writing Across the Disciplines shows our commitment to engaging students, both in writing courses and in the entire academic community, in the kind of intellectual discourse that is the principal endeavor of colleges and universities. Since their medieval beginnings, colleges and universities have played two sometimes contradictory roles. They have conferred degrees, virtually certifying professional competence, initially for doctors, lawyers, clergymen, and philosophers, and later with scientific and industrial expansion, for scientists, engineers, businessmen, and teachers. They have also served as centers of learning, creating new knowledge, preserving and transmitting knowledge of the past, reappraising constantly the relationship between old and new. The one role, certifying graduates, is pragmatic and functional; the other, learning, abstract and esoteric.

Writing for college courses resembles the college and university's essentially dichotomous nature. Writing skills—planning, information gathering, recognizing audiences and purposes, organizing, comforming to grammar and paragraph conventions, revising—improve by study and practice; they are a kind of competence that can be learned. Writing course requirements participate in the college and university's credential conferring role. Students who meet this requirement are "licensed" to write in college. "Our English students can write a coherent paper, correct in format and grammar, using and documenting sources," we composition teachers say to our colleagues in other disciplines, and certainly, the goal of mastering writing skills affords a valuable focus for both you, as a student, and us, as writing instructors. But somehow, when skills are our only focus, we all feel cheated. Composition courses, rather than engaging us in college education, seem to be a prefatory rite of passage.

To understand what else a college composition course can do besides certifying a student's writing skills, consider the other role colleges and universities play, as centers of learning. In this role colleges and universities

create new knowledge, preserve and transmit knowledge of the past, and reappraise constantly the relationship between old knowledge and new. But who precisely does this, and how do they do it?

Faculty members like to think of themselves as the custodians of learning—as the college's center—but so too do students and administrators. Some disciplines—at some schools the sciences, at others the humanities—even go so far as to see themselves as the essence of the college or university's endeavor. In reality, as a center of learning, the university's various populations and disciplines are interdependent. Yes, scientists and social scientists may discover more new knowledge, and historians and literature professors may preserve and transmit more of the past, but students in every discipline along with their professors engage in discovering, preserving, transmitting, and reappraising knowledge. And all of us participate in the same ways—through reading, talking, experimenting, thinking, and writing. Participants in the learning enterprise engage in an ongoing discourse with their immediate colleagues in labs, lunchrooms, offices, and dorms; with colleagues at other colleges and universities at conferences and in professional journals; and with writers and thinkers of the past by reading and thinking on our own. By collecting and publishing student essays in Students Writing Across the Disciplines, we wish not only to emphasize the important place of students in academic discourse and the value of their writing, but to invite you into the community. By reading fellow students' essays written for courses in various disciplines, by talking about these with classmates, and by writing in response to their ideas, you engage in the challenge and excitement of education in your composition class.

You may ask how one course can address such diversity. All of us who declare majors or teach in our "expert" areas tend to forget that the learning enterprise across the academic curriculum engages us in as many common approaches for reading, thinking, and writing, as it does diverse subjects. Whether we are botanists, psychologists, or literary theorists, we need to be able to recount (transmit) past knowledge; all of us need to know how to summarize—to review—the learning of our forebears. While our approaches for acquiring new knowledge may differ, we need to describe our approaches (experimental methods) to our colleagues, students, and faculty, who may also wish to pursue our line of investigation. The kind of imaginative thinking that allows the physicist to consider discrepancies in data and generate a new theory for subatomic particles resides as well in the student who, after reading recent research on subliminally gratifying stimuli, looks at a psychiatric patient's case history and proposes new treatment.

This textbook invites students and instructors to engage in the whole learning enterprise by both developing competence in writing skills and entering into the academic community's discourse. To assist in reaching this goal, this text is divided into two sections—a short course in writing and reading critically and an anthology of essays students have written for

courses across the academic curriculum. The first section includes chapters on:

- Controlling Writing Situations by Attitudes and Good Writing Habits.
- · Critical Reading.
- The Writing Process: Prewriting, Drafting, Revising, and Editing.
- Writing from Sources: Quoting, Summarizing, and Paraphrasing.
- Documentation Strategies and Formats: Modern Language Association (MLA), American Psychological Association (APA), Council of Biological Editors (CBE), and Chicago Manual of Style.

The section on student writing includes a chapter on:

• Learning from Student Writing: The most common kinds of essays including scientific reports, position papers, critical analyses, literature reviews, and critiques.

Finally, the Anthology section of Student Writing includes essays from:

- Science.
- · Social Science.
- · Business.
- · Humanities and the Arts.

The essays in the anthology reflect actual course work, some in rhetoric and composition courses, but predominantly in the disciplines. A brief note precedes each essay describing the assignment and the course. Questions drawing attention to writing strategies and encouraging discussion follow. Each section closes with suggestions for writing.

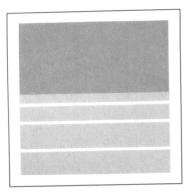
The essays that appear here represent the best work of students at universities, technical and liberal arts colleges, and community colleges across the United States. As editors, perhaps the most surprising thing we found was how consistent assignments were from similar courses at different schools, and how writing tasks crossed discipline lines. The essays here reflect this. Common to all disciplines are critiques, reviews, summaries of relevant literature, and comparative analyses. As a result, this text focuses on how to develop writing and research skills and adapts these skills to the demands of different disciplines.

We would like to thank the following contributors who assisted us in the monumental task of acquiring student essays from their colleagues on other parts of their campuses: David Chapman, Texas Tech University; Mary Cullinan, California State University, Hayward; Grace Ioppolo, UCLA; Gladys Leithauser, University of Michigan; Louis Molina, Dade Community College; Christopher Monte, Manhattanville College; Donald Murray, University of New Hampshire; Linda Robertson, Hobart and Wil-

### STUDENTS WRITING ACROSS THE DISCIPLINES

liam Smith Colleges; James Semones, San Jacinto College; Chris Thaiss, George Mason University; and Lance Wilcox, University of Minnesota.

We are also indebted to those who have helped us develop and refine this book. Kate Morgan and Charlyce Jones Owen, former Holt, Rinehart and Winston editors, provided invaluable assistance in setting the project in motion. Martin Lewis, developmental editor at Holt, Rinehart and Winston, has truly seen this project through manuscript and revision into production. We would also like to thank our reviewers who have provided useful comments: Cathryn Amdahl, Washington State University; Nancy P. Bent, Ithaca College; Alexander Friedlander, Drexel University; Christine Hult, Utah State University; John O'Connor, George Mason University; Margaret Smith, University of Texas—El Paso; Barbara Stout, Montgomery College; and Kimberly Town, Ohio State University.



# **Contents**

### Part I WRITING FOR THE DISCIPLINES 1

Chapter 1 Introduction: Taking Control Over Your Writing 3
Attitudes and Writing 3
Attitudes Toward Writing: Being a Writer 4
Misconceptions About Writing 4
Inspiration 4 / Rapid Progress 5 / Some Other Mis-
conceptions 5
Writing and Mental Processes 6
Writer's Block 6
Perfectionism and Writer's Block 6 / Self-Esteem and
Writer's Block 7 / Hints for Overcoming Writer's Block 7
Good Writing Habits 8
Writing Often 9 / Keeping a Journal 9 / A Comfort-
able Place 10 / A Regular Time 10
EXERCISES 11
Chapter 2 Reading Critically 12
Reading for Literal Meaning 12
Identifying Important Ideas 13
Formulating a Summary Statement 14
Active Reading—Thinking Reading 15
Recognizing Audiences 16
Diction 16 / Tone 17 / Argumentative Assump-
tions 17 / Evidence and Audience 18
Recognizing a Writer's Persona 18
Determining Purpose 19
Point of View and Purpose 20

Assessing Argument 20 Critical Analysis 21 EXERCISES 21
Chapter 3 A Short Writing Course I: Prewriting 22
Writing Preparation 22 Identifying Problems for Writing 23 The Closed versus the Open Assignment 23 / Recognizing What You Know—Brainstorming 24 / Assessing a Brainstorm Inventory 25 / Finding a Prospective Subject from Brainstorming 25 / Criteria for Good Subjects 26 / Identifying Problems Through Library Browsing 27 Questions to Shape Research and Writing 27 Working Hypotheses in the Humanities and the Sciences 29 The Arts and Humanities 29 / The Physical and Social Sciences 29
Collecting Information 30
Primary Sources 30 / Secondary Sources 31 / Making
a Research Plan 31
Focusing 32
Using a Summary Statement 33 / Thesis Statements 33 Envisioning Writing Purposes 34
Audiences and Purposes 35
Writing for Academic Audiences 35
Writing to Learn Within Academia 36 / Writing with a Professional Voice 37 / Writing for Evaluation 38 / Academic Audience and Purpose 38  The Written Plan 39 Outlining 39 / A Simple Plan 40  EXERCISES 41
Chapter 4 A Short Writing Course II: Producing a Written Draft 42
The Commitment 42
Introductions 43
Engaging the Reader 43 / Introductions—The Writer's
Promise 44
The Body—Fulfilling Commitments 45
Specific Paragraphs 45 / Specific Language 47 / Orga-
nizational Strategies 48 / Selecting an Organizational
Approach 48 / Common Organizing Principles 49 /
Induction and Evidence 53 / Deductive Arguments and Logic 54
Conclusions 55
EXERCISES 56

Chapter 5 A Short Writing Course III: Revising and Editing 58
Revision and Editing 58
Completeness 59
Questions for Completeness 59
Coherence 60
Reasoning Flaws 60 / Questions for Coherence 63
Clarity 64
Clarity Through Style 64 / Questions for Clarity 65
Correctness 65
Revising and Editing—A Last Word 66 EXERCISES 66
LALKOIDES
Chapter 6 Writing from Sources 68
Computers and Research 68
Information Data Bases 68 / Data on CD-ROM 69 /
Computer Library Catalogues 69
Locating Secondary Sources 70
Making and Using a Working Bibliography 71
Identifying Useful Sources 71
Getting an Overview 72
Keeping Track of Research 72
Taking Notes 73
A Note on Documentation 74
Using Sources Responsibly 75 / What Not To
Document 75
Taking Notes for Good Writing and Documentation 76
Paraphrasing 76 / Writing Summaries 78
EXERCISES 79
Chapter 7 Documentation 80
MLA Format 80
Parenthetical References in the Text 80 / Initial Cita-
tion 81 / Subsequent Citations When Using More Than
One Source 81 / List of Works Cited 81
APA Format 83
Parenthetical Documentation in the Text 83 / The Refer-
ence List 84
Documentation in the Sciences 84
The Harvard System 85 / Number-Reference Format 85
Chicago Manual of Style 86
Numbering 86 / Note Contents 86 / The Bibli-
ography 88
EXERCISES 90

# Part II ANTHOLOGY: STUDENTS WRITING ACROSS THE DISCIPLINES 91

# Chapter 8 Students Writing in the Disciplines: An Introduction and Three Cases 93

The Scientific Report 94

To Be Successful or Not to Be Successful by Jay Owens 95

A Position Paper Using Argument and Rebuttal 98

Is Science Ethical? by Jason Hallman 99

A Critical Analysis 103

The End of the World by Archibald MacLeish by Joy Bianchi 104

Student Writers' Choices 110

EXERCISE 110

The French Lieutenant's Woman's Endings by Robert Sandbach 111

### Chapter 9 Science 116

DNA: Honesty, Credibility and Perjury 117

Ted Bretter

Critiques early DNA research and its publication history

Carl Sagan: On the Romance of Science 125

John K. Dagg

Critiques Carl Sagan's writings

Mathematics: A Two-Way Mirror 131

Christine Guererra

Position paper on mathematical problem solving strategies

Maternal Smoking: Deleterious Effects on the Fetus 137

June M. Fahrman

Reviews and integrates published studies on effects of maternal smoking

Chaos 145

Craig Hartman

Critiques James Gleick's Chaos, a chronicle of the men and events that have shaped the new scientific study of chaos

Is the Research and Development of Cloning and Recombinant DNA Technology Necessary for the Advancement of Humankind? 149

Andrea Jahn

Position paper that supports cloning research by using arguments from secondary sources

Fetal Alcohol Syndrome: The Effects of Ethanol on the Nervous System of the Fetus 153

Maria LaPadula

Reviews and integrates published studies on Fetal Alcohol Syndrome and the fetal nervous system

### Winning at All Costs 164

Jennifer Murphy

Position paper on use of anabolic steroids by athletes, arguing from secondary sources

### A Great Tradition 174

Chris Rasmussen

Position paper opposing the use of animals for toxicity studies

### The Crowding Effect in Tadpoles 177

Michelle Skraba

Comparatively analyzes contradicting theories about crowding effect in tadpoles

### MTPT and Parkinson's Disease 182

Karen Snyder

Reviews and integrates published studies on chemically induced Parkinson's Disease

### Concepts Involved in Genetic Screening 191

Lisa Soice

Position paper supporting genetic screening for diseases which may be prevented or forestalled, arguing from secondary sources

### The War Against Cancer Is Nearly Won 194

Laurie Tennyson

Reviews and integrates articles on cancer cures in the popular press

### Tropical Rainforests 199

Jeanne Trapani

Position paper supporting American intervention to preserve tropical rainforests, arguing from secondary sources

### Anterior Cruciate Ligament Injury 209

Eric Wolford

Analyzes and evaluates a sports injury and recommends treatment

### Chapter 10 Social Sciences 222

### The Impact of Religion on the Rate of Suicide 224

Janice Abrams

Evaluates current statistics on attitudes toward suicide using Durkheim's nineteenth-century suicide research

# Teaching Vocabulary Through External Content Clues 227 Sheila Alexander

Critiques two articles published in professional journals

# Dual-Career Marriages: Roles, Attitudes, and Satisfaction Cheryl Bromgard 230

Reviews and integrates published studies on the relationship between sex role attitudes and satisfaction in dual career marriages

### The Concept-Text-Application Approach 237

Pam Bruton

Critiques a professional journal article on teaching reading

### Subliminal Psychodynamic Activation 241

Sue di Carlo

Reviews and evaluates published studies on the relationship between subliminal psychological stimuli and either adaptation or psychopathology

### "Catherine" 252

Nancy Dyer

Analyzes and evaluates psychiatric patient's case history and recommends treatment

### The Realities of Fantasy 262

Robert Fleischman

Position paper arguing that negative consequences of playing Dungeons and Dragons reside in the player's frame of mind rather than the game itself

### Gorbachev's Foreign Policy 265

Lisa Gentile

Analyzes and evaluates Mikhail Gorbachev and his role in Soviet foreign policy by synthesizing a substantial body of literature

### The Master of the Game by Strobe Talbott 284

Mary Jimenez

Critiques Talbott's book about Paul Nitze's influence on American foreign policy, particularly during the Reagan administration

### Color Encoded as a Verbal Label 288

Sallyanne Jones-Waldinger

Reports original research on how color is remembered

# Personality Today Magazine Presents, The Hiding of Anne Frank: A "Ghost Interview" with Karen Horney 302

Dennifer P. Kann

Evaluates Anne Frank using Karen Horney's personality theory

### A Comparative Study of Community Among Public and Private School Teachers 309

Janet M. LeRoux

Reports original research comparing teachers' "communal human relationships" at a public school and a Catholic school in New York

### Simmel, Durkheim, and Marx: Three Views on the Individual in Contemporary Society 321

Patty Masters

Comparatively analyzes the views of Simmel, Marx, and Durkheim on the individual's role in society and the division of labor impact on social interaction

### NATO—A Credible Alliance? 327

Robin A. McDavid

Analyzes and evaluates the Reagan presidency's effect on NATO from a European perspective by synthesizing literature

### Transforming Stories 333

Elizabeth Rose

Critiques E. D. Hirsch's Cultural Literacy using criteria developed from Richard Rodriguez's Hunger of Memory, Barbara Mellix's "From Outside, In," Plato, Robert Pirsig's Zen and the Art of Motorcycle Maintenance, and William E. Cole, Jr.'s The Plural I—and After

### The Case of "Luke" 340

Deborah M. Sanders

Analyzes and evaluates a psychiatric patient's case history and recommends treatment

### Thomas Merton's Long Climb to Freedom: The Seven Storey Mountain in Terms of Allport's Personality Theory 347

Susan Walton

Evaluates Merton's religious experience using criteria derived from Allport

### NATO and the SNF Debate 356

Brad Werner

Analyzes the role of short-range nuclear forces in European defense by synthesizing a substantial body of literature

### Native Americans and the Reservation System 373

Angela M. Womack

Position paper opposing the reservation system and advocating Indian self-sufficiency, supported by secondary research

### Locarno Diplomacy, Germany and the West, 1925-1929 379

David Woolner

Reviews Jonathan Jacobson's book

### Chapter 11 Business 384

# The Robotics Revolution in the Automotive Industry: Will Workers Become Obsolete? 385

John Barnickel

Analyzes the U.S. auto industry's implementation of robotics by synthesizing literature

### Selling to Society: Sexual Images in Advertising 394

Denise Bolduc

Position paper justifying the use of sexually oriented material in advertising

# The Value to Corporate America of Outdoor Experiential Training: Is It Worth the Cost? 398

### xviii • STUDENTS WRITING ACROSS THE DISCIPLINES

Laura Michele Frings

Analyzes the long-term value of outdoor experimental training in improving employee performance, using data derived from primary and secondary research

### Employee Turnover at Kragen Auto Parts 437

William F. Goodwin

Analyzes management hierarchy of Kragen Auto Parts and its effect on management dissatisfaction

### Recommendation for Investment in Common Stocks 451

Glenn Homesley

Position paper in the form of an interdepartmental memo recommending an investment strategy for the company's portfolio

# Discrimination in the United States Tax System: Punishing the Poor for Being Poor 455

David E. Leathers

Position paper identifying inequities in taxation and recommending changes, supported by secondary literature

### The Burzynski Clinic Controversy 465

Charlotte Locklear-Enquist

Position paper that supports keeping a controversial cancer treatment center open

### What the Trade Deficit Means to Americans 471

Clare Macy

Analyzes the current trade deficit's causes and its impact on the U.S. living standard by synthesizing popular literature

### Proposal to Convert Horizon Telephone System to Merlin Communication System 478

Susan Magoulas

Analyzes Cravens Management Company phone needs and compares Horizon's ability to meet those needs with Merlin's

### Chapter 12 Humanities and the Arts 492

### Dante's Inferno 493

Lauren Burke

Analyzes Dante's Inferno encounter with the three beasts of worldliness (the leopard, the lion, and the she-wolf) as a means of overcoming his own sinful tendencies

### Comparison of the Gilgamesh and Noah Flood Stories 500

Doris Brewster

Compares the flood stories in The Epic of Gilgamesh and Genesis within the historical context that might indicate influence

### The Pizza Guy 503

Brendan Cole

Analyzes the relationship between Platus's Menaechmi and

Shakespeare's Comedy of Errors through an analogy of bread and pizza

### The Narrator as God in Fowles's The French Lieutenant's

### Woman 506

Randall Coppinger

Analyzes narrator of *The French Lieutenant's Woman* in terms of omniscience and intervention, inertia theology and the Trinity, and creation and free will

### Dance Photography 510

Eileen Coppola

Critiques the photographic strategies for presenting dance movement from a historical perspective

### Clear and Distinct Ideas in Descartes' Meditations 526

Daren Di Nicola

Defines Descartes' use of the terms clear and distinct and shows how this definition shapes Descartes' proofs of the existence of God

# The Past as Present in John Fowles's The Magus and The French Lieutenant's Woman 535

Lisa J. Hacken

Analyzes Fowles's thematic use of time in the two novels

### The Body 545

Stephanie Hodde

Compares Jose Donoso's use of the body as a symbol for identity loss in the short story "Chattanooga Choo Choo" with Luisa Valenzuela's equation of the body and the literary text in Other Weapons

### "More" or Less Reality? (An Old Platonic Argument) 549

McKeel O. Hagerty

Critiques the critical position that dream and reality are antithetical in Shakespeare's A Midsummer Night's Dream, using criteria derived from Gregory Vlastos's study of Plato, "Degrees of Reality"

### T. S. Eliot's Aims for Poetic Drama and Murder in the

### Cathedral 556

Nancy S. Hale

Critiques Murder in the Cathedral using criteria derived from Eliot's own dramatic theory

### Of Johnson's Rasselas 564

Sarah Hanna

Analyzes the dangers in unshared thoughts, limited companionship, and narrow intellect in Samuel Johnson's Rasselas

### The Interdependence of Sanity and Social Life 567

Karen Hyman

Analyzes the tension between reason's role in defining both san-