

LANGUAGE

Essays
for
College
Writers
Seventh
Edition

Paul
Eschholz
Alfred
Rosa
Virginia
Clark

AWARENESS



SEVENTH EDITION

LANGUAGE AWARENESS

Essays for College Writers

EDITORS

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UNIVERSITY OF VERMONT



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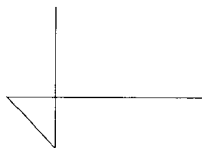
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PREFACE

Since the first edition of *Language Awareness* appeared in 1974, its purpose has been twofold: to foster an appreciation of the richness, flexibility, and vitality of the English language and to encourage and help students to use their language more responsibly and effectively in speech and particularly in writing. Because of these purposes, *Language Awareness* has been used in a variety of courses over the years. Its primary use, however, has been and continues to be in college composition courses. Clearly, many instructors believe as we do that the study of language and the study of writing go hand in hand.

The study of language has many facets; so, while covering a broad spectrum of topics (including the history of English, contemporary debates on cultural diversity and the use and misuse of Standard English, and the language of prejudice and euphemism, for example), we have tried to concentrate on those areas in which language use exerts the widest social effects—politics, advertising, media, and gender roles. Opening students' eyes to the power of language—its ability to shape and to manipulate one's understanding, perceptions, and cultural attitudes—is, we believe, one of the worthiest goals a writing class can pursue.

NEW TO THIS EDITION

As always, we have emphasized selections written in nontechnical language on topics and issues of current interest. Guided by comments and advice from hundreds of colleagues and students across the country who have used the previous editions, we have made some dramatic improvements designed primarily to make the language-writing connection in *Language Awareness: Essays for College Writers* even stronger.

New Chapters

Students and teachers have asked us for new material on names so we have included a new chapter called “Names and Naming”—essays that speak of the importance of the naming process and the significance of names in the formation of our own identities. Other new chapters created in response to reader demand include “Language Variety”—essays that examine the social, regional, and racial varieties of American English, and “The Language of Cyberspace”—essays that explore language dynamics in the exciting new world of electronic communication.

New Selections

Over half—nearly 60 percent—of the selections in *Language Awareness: Essays for College Writers* are new to this edition. Among the thirty-one new essays are David Abram’s discussion of the discourse of an oral culture, Katharine Whitemore’s analysis of what’s lost when languages become extinct, Louise Erdrich’s thoughtful reflection on the lost names of her Native American ancestors, Geneva Smitherman’s investigation into the roots of the English spoken by African Americans, Deborah Schaffer’s analysis of the sensationalism of tabloid headlines, Bill Bryson’s historical look at advertising, and finally Sven Birkerts’s concerns about the fate of the printed word. In our ever-popular “Casebook: A Selection of Political Speeches” we have added Abraham Lincoln’s “Second Inaugural Address,” Patrick Buchanan’s “The Election Is About Who We Are: Taking Back Our Country,” and Sojourner Truth’s “And Ain’t I a Woman?”

Writing to Discover

Each selection begins with a journal prompt designed to get students writing about their own experiences with language issues discussed in the selection before they start reading. From time to time, class activities and/or writing assignments will ask students to return to these journal writings to reflect on their early thinking before moving ahead with more formal writing tasks.

New Headnotes

Headnotes preceding each selection have been restructured to give a fuller discussion of the content of the selection, always emphasizing the key language principles involved. In addition, pertinent information about the author and where and when the selection was first published are included.

New End-of-Selection Questions

The format for the questions at the end of each selection has been significantly improved so as to give emphasis to language issues and the

language-writing connection. The new format includes the following types of questions:

FOCUSING ON LANGUAGE These questions ask students to focus on the language concerns of the selection and to make connections between the information and ideas in the selection and their own language experiences.

MAKING THE LANGUAGE-WRITING CONNECTION Questions in this section take a number of directions: 1) they direct students to look at specific passages in the selection in which the connection is discussed or illustrated; 2) they take a language principle presented in the selection, explore it, and direct students to comment on writing applications they can envision for that principle; 3) they point out language-writing principles such as strong verbs, the passive voice, tone, or punctuation and sentence structure not explicitly discussed in the selection but exhibited therein, and ask students to discuss them.

LANGUAGE IN ACTION These classroom activities ask students to take a hands-on approach to what they are learning in the selections. Most of the activities are designed to be done in class in about twenty to thirty minutes. Occasionally, students are asked to do a little data collection for the class activity. Often these activities generate lively discussion and serve as the basis for future writing.

New End-of-Chapter Writing Assignments

At the end of each chapter, we provide seven to seventeen suggestions for three- to five-page papers. These writing suggestions ask students to 1) use their journal entries as springboards for an extended essay; 2) play one article off against another; 3) do some library or community-based research (e.g., language used in public documents at the local level, language used in law offices, campus slang, educationalese, etc.).

Expanded General Introduction with Student Paper

The Introduction to *Language Awareness: Essays for College Writers* now includes an expanded treatment of the writing process with advice on how students can use their reading while composing. The Introduction is also enhanced by the inclusion of an annotated student paper on the topic of the English-Only Movement.

Glossary of Rhetorical and Linguistic Terms

The Glossary of Rhetorical Terms has now been expanded to include definitions for key linguistic terms and concepts. Having these definitions

in the book itself makes it easy for students to access this information as they read.

Instructor's Manual

Packed with teaching tips and answers to end-of-selection questions, the new *Instructor's Manual* now reflects all the changes in the apparatus that accompany each selection.

RETAINED FROM THE SIXTH EDITION

Tested Areas of Language Study

Seven of the ten chapters in this new edition are carryovers from the sixth edition. Instructors have told us that the chapters on "Discovering Language," "Writers on Writing," "Prejudice, Discrimination and Language," "The Language of Politics," and "Advertising: The Language of Persuasion" are indispensable in the writing courses that they teach. While each of these chapters has been updated to reflect recent trends, they each retain the spirit and purpose of their predecessors.

Variety of Selections

In deciding which selections to retain from the sixth edition, we have been guided by responses from colleagues and students across the country who have used *Language Awareness: Essays for College Writers* over its many editions. Essays such as William Lutz's "The World of Double-speak," George Orwell's "Politics and the English Language," Dorothy Z. Seymour's "Black Children, Black Speech," and Rosalie Maggio's "A Guide to Nondiscriminatory Language" illustrate what teachers find most valuable about *Language Awareness*: they are accessible, informative, well written, and, at times, entertaining.

Alternate Table of Contents

At the end of the text, a second table of contents classifies the reading selections in *Language Awareness: Essays for College Writers* according to the rhetorical strategies they exemplify, making it easier for instructors to make reading assignments that parallel the types of writing that the students are doing.

Casebook of Political Speeches

Favorably received by users of the sixth edition, this casebook of speeches has proven to be an invaluable resource for teachers wishing to have their students analyze real political language.

Advertising Sampler

Another successful feature of previous editions of *Language Awareness: Essays for College Writers* is the sampler of advertisements that provides the class with a common core of ads for analysis. These ads help students to see how graphic and textual material interact and complement one another.

ACKNOWLEDGMENTS

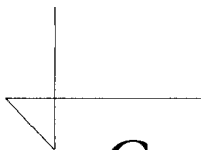
We are grateful to the following respondents to a user survey, whose comments helped us shape this edition: Jerome R. Adams, Guilford College; Cynthia Bily, Adrian College; Susanne Burgess, U.S. Air Force Academy; Anne Burley, Towson State University; Colin Campbell, Principia College; Kenneth J. Ericksen, Linfield College; Eileen Feller, Shoreline Community College; Annie Finch, Miami University, Oxford; Judith Funston, SUNY College at Potsdam; Beth Gillis-Smith, Pasadena City College; Catherine Golden, Skidmore College; Peter H. Greenfield, University of Puget Sound; Wayne Gunn, Texas A & M University; Kathryn Hamilton, Columbus College; Timothy Hanley, Glendale Community College; Alan C. Harris, California State University, Northridge; Ann Harris-Williams, Lincoln University; Eleanor Hartmann, Highline Community College; Christine Helms, Johnson and Wales University–Charleston; Deming Herbert, James Madison University; Robert Holtzclaw, Middle Tennessee State University; Elaine Jenks, West Chester University; Bette Kirschstein, Pace University; Claudia Marie Kovach, Neumann College; Michael A. Miller, Longview Community College; Eileen Moeller, Syracuse University; Jill Morstad, University of Nebraska; Thomas Murphy, Mansfield University; Tanya Sue Olson, University of North Carolina–Greensboro; Louise Pagotto, Kapi’olani Community College; Carroll Peterson, Fort Lewis College; Doris M. Piatak, Kishwaukee College; Tara Ramsey, Southwest Missouri State University; Jennifer Rohrer-Walsh, Methodist College; Ellen Rush, CUNY Lehman College; Barbara Salazar, Rio Hondo College; Michele G. Small, Northland College; Anne A. Smith, Columbus College; Nathaniel Teich, University of Oregon; Lynda Thompson, East Central University; Beth Udoma, Housatonic Community-Technical College; Judith Weise, SUNY College at Potsdam; Richard Zwick, Concordia Teachers College.

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We would like to express our appreciation to the staff of St. Martin's Press, especially Meg Spilleth for supporting us in our efforts to make practical applications of the strong links between language study and writing in this new edition of *Language Awareness: Essays for College Writers*. Rich Wright of Omega Publishing Services, Inc. has once again done a superlative job as a production editor on this project. Thanks go to Mark Wanner, Rick Eschholz, and Susan Snyder for their cheerful and prompt editorial and research assistance. We are also proud of Jake Jamieson, a student in our "Language Awareness" course, for the energy and enthusiasm that he brought to his documented essay on the English-Only Movement and his commentary on his writing process. Thanks also go to Sarah Federman for her work on the *Instructor's Manual* that accompanies this edition. Finally we are grateful to all our students at the University of Vermont for their enthusiasm for language study and writing and their invaluable responses to the new materials included in this book. They teach us something new every day.

PAUL ESCHHOLZ
ALFRED ROSA
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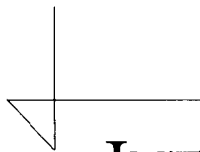
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INTRODUCTION

Language Awareness: Essays for College Writers is a collection of readings aimed at college writing students and designed to emphasize the crucial role language plays in virtually every aspect of our lives. Language is one of humankind's greatest achievements and one of its most important resources. *Language Awareness: Essays for College Writers* represents the most important and interesting fields of language study with a diverse range of thought-provoking essays grouped into ten broad chapters.

INCREASING YOUR LANGUAGE SENSITIVITY

For most of us, language is like the air we breathe: we cannot survive without it, but we take it for granted nearly all the time. Seldom are we conscious of language's real power to lead us (or mislead us) or of the effect our own use of language has on others. Even rarer is the recognition that our perceptions of the world are influenced, our very thoughts at least partially shaped, by language. It is also true that liberation begins with our awareness of that fact. To foster such an awareness is one of the goals of this book. We hope, therefore, that as you use this text you will gain a heightened appreciation of the richness, flexibility, and vitality of language and be moved to explore its possibilities further.

A second goal of this book is to encourage you to write responsibly and effectively. As in earlier editions of *Language Awareness* we have included the chapter "Writers on Writing" in which professional writers reflect on their craft and their technique. Each writer offers practical advice on the qualities of good writing and the writing process—getting started, drafting, identifying an audience, being truthful to yourself and your audience, revising, and editing.

The common denominator of all good writing is the writer's respect for and love of language, and this concern is emphasized in various ways