

The book cover features a complex, layered collage. On the left, there are vertical strips of dark red, orange, and light brown textured paper. A large, semi-circular shape in the center is composed of various shades of brown and orange, with a white 'C' on a dark red square background. The right side of the cover is a solid, light beige color. The bottom right corner is a solid purple color.

Judith J. Pula  
Audrey T. Edwards  
R. Allan Dermott

# Controversy

Issues for  
Reading  
and  
Writing

0038850

# Controversy



## Issues for Reading and Writing

Judith J. Pula

*Frostburg State University*

Audrey T. Edwards

*Eastern Illinois University*

R. Allan Dermott

*New Hampshire Community Technical  
College at Manchester*



Prentice Hall, Upper Saddle River, New Jersey 07458

Library of Congress Cataloging-in-Publication Data

Controversy : issues for reading and writing / compiled by Judith J. Pula, Audrey T. Edwards, R. Allan Dermott  
p. cm.  
ISBN 0-13-598103-4  
1. College readers. 2. English language—Rhetoric—Problems, exercises, etc. 3. Report writing—Problems, exercises, etc.  
I. Pula, Judith J. II. Edwards, Audrey T. III. Dermott, R. Allan  
PE1417.C6543 1999  
808'.0427—dc21

98-10093  
CIP

Editor-in-chief: Charlyce Jones Owen  
Senior acquisitions editor: Maggie Barbieri  
Editorial assistant: Joan Polk  
Managing editor: Bonnie Biller  
Production liaison: Fran Russello  
Editorial/production supervision: Bruce Hobart (Pine Tree Composition)  
Cover director: Jane Conte  
Cover designer: Bruce Kenselaar  
Prepress and manufacturing buyer: Mary Ann Gloriande  
Marketing manager: Rob Mejia

This book was set in 10/12 Simoncini Garamond by Pine Tree Composition, Inc., and was printed and bound by Courier Companies, Inc. The cover was printed by Phoenix Color Corp.



© 1999 by Prentice-Hall, Inc.  
Simon & Schuster/A Viacom Company  
Upper Saddle River, New Jersey 07458

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America  
10 9 8 7 6 5 4 2 1

ISBN: 0-13-598103-4

Prentice-Hall International (UK) Limited, *London*  
Prentice-Hall of Australia Pty. Limited, *Sydney*  
Prentice-Hall Canada Inc., *Toronto*  
Prentice-Hall Hispanoamericana, S.A., *Mexico*  
Prentice-Hall of India Private Limited, *New Delhi*  
Prentice-Hall of Japan, Inc., *Tokyo*  
Simon and Schuster Asia Pte. Ltd., *Singapore*  
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

# Introduction



This book asks you to use what you know to judge an author's ideas and write about them.

You may think you don't know enough to argue with a professional writer. We think you do. For one thing, you have had experiences no one else has had; you and your classmates together have had a great many experiences. For another thing, it's possible to reach different opinions from the same set of facts. In fact, this book gives two opinions on each topic: a short preview article and a longer essay following it. Once you've compared the two, you can draw your own conclusions.

There are 15 major topics in this book, ranging from juvenile justice to reducing the threat of drugs. For each topic, the book has four steps: preview, reading, discussion, and writing.

## **PREVIEW**

During the preview step, you'll be thinking a little about your own beliefs on the topic, discussing your ideas with your classmates, and reading a short preview article. Then you'll be taking a quick look at the essay—the title, the first and last paragraphs, and the author's background—so you

can predict the main idea. You'll also look at some quotes from the essay to figure out the meanings of any new words. (To assist you, we've included a list of common word parts in Appendix A at the back of the book.)

## **READING**

After the preview, you'll be ready to read the essay on your own. Following the essay are some reading questions dealing with the main idea, your reactions to it, and the author's writing techniques. As you read, be sure to write down your answers to these questions so that you'll have notes to speak from when you discuss the essay. If an occasional question seems difficult, do the best you can and be prepared to compare ideas in class.

## **DISCUSSION**

Having read the essay and made your notes, you're ready for the discussion. By comparing notes with your classmates, you may find facts you've missed, and you'll certainly hear other people's ideas on the topic. The discussion will help sum up your reading experience and prepare you for writing.

## **COMPOSITION**

When you write, you'll be giving your opinion on the topic you've discussed. At this point, your short answers to the reading questions should help you collect your thoughts and even try out some of the writing techniques used by the authors. Once you've thought about your own experiences, as well as the beliefs of at least two authors and several classmates, you should have something very worthwhile to say.

## **MAKING DISCUSSIONS EFFECTIVE**

Sometimes you're surprised by what you say: Good ideas pop into your mind while you're talking. And sometimes other people's words will give you a new way of looking at things. Good discussion is truly creative.

In fact, discussion has such a strong effect on reading and writing that it's built into the plan for this book—in two places. First, a preview session allows you to think over a topic with other students before you read. Then, after you read, a second session lets you compare notes on the essay and prepare to write about it.

Of course, this class is not the only place where you'll be taking part in discussions. Over the course of a lifetime, you'll sit through many meetings—in classes, clubs, sororities, business groups. These meetings can be a pleasure or an annoyance, and although you can't entirely control the outcome, you can improve the odds—by improving the content and by helping the group to work together more smoothly.

## **Content**

If you've ever felt that you couldn't get a word in—that the discussion went on to something new before you could get your thoughts in order—try forming some opinions ahead of time. (Naturally, these can change when you hear other people's ideas, but at least you'll have a head start.) Before a meeting, thoroughly read anything that's assigned. Mark the key parts and jot down a word or two to remind you of each point you want to make during the discussion. (In using this book, you probably won't be expected to prepare for the preview discussion, but you probably will be asked to write down your answers to the Reading Questions before class.) Then, just before the discussion, quickly look over your notes to refresh your memory. Having prepared, you'll be moving the session along instead of being dragged in its wake. The next question is how to move things along most effectively.

## **Task and Maintenance Roles**

When you think of discussions, you may picture two people trading facts or opinions. Actually, though, a discussion becomes much more interesting when shared by several people playing a variety of roles. People may play either a "task role," helping the group to deal with the task at hand, or a "maintenance role," maintaining group harmony.

Both task actions and maintenance actions are important to the success of your discussions. Listed below are some task and maintenance roles in the form of self-quizzes. Answers are listed after Matching Exercise 2.

*Matching Exercise 1.* To help you learn the task and maintenance roles, match the following terms with their definitions.

### Task Roles

- \_\_\_ 1. Information and Opinion Giver
- \_\_\_ 2. Information and Opinion Seeker
- \_\_\_ 3. Direction and Role Definer
- \_\_\_ 4. Summarizer
- \_\_\_ 5. Energizer
- \_\_\_ 6. Comprehension Checker

### Maintenance Roles

- \_\_\_ 7. Encourager of Participation
- \_\_\_ 8. Communication Facilitator
- \_\_\_ 9. Tension Releaser
- \_\_\_ 10. Process Observer
- \_\_\_ 11. Interpersonal Problem-Solver
- \_\_\_ 12. Supporter and Praiser

### Actions

- a. Makes sure all group members understand what each is saying
- b. Pulls together related ideas or suggestions and restates them
- c. Offers facts, opinions, ideas, feelings, and information
- d. Expresses acceptance and liking for group members
- e. Uses observations of how the group is working to help discuss how the group can improve
- f. Lets members know their contributions are valued
- g. Asks for facts, opinions, ideas, feelings, and information
- h. Asks others to summarize discussion to make sure they understand
- i. Encourages group members to work hard to achieve goals
- j. Calls attention to tasks that need to be done and assigns responsibilities
- k. Helps resolve and mediate conflicts
- l. Tells jokes and increases the group fun

*Matching Exercise 2.* Match each statement below with the task or maintenance role it seems to fit best.

### Task Roles

- \_\_\_ 1. Information and Opinion Giver
- \_\_\_ 2. Information and Opinion Seeker

### Statements

- a. "Does everyone in the group understand Helen's idea?"
- b. "How about giving our report on yoga while standing on our heads?"

---

Matching Exercises 1 and 2 and "Winter Survival" are adapted from David W. Johnson and Frank P. Johnson, *Joining Together: Group Theory and Group Skills*. Copyright © 1982. All rights reserved. Reprinted/adapted by permission of Allyn & Bacon.

**Task Roles**

- 3. Direction and Role Definer
- 4. Summarizer
- 5. Energizer
- 6. Comprehension Checker

**Maintenance Roles**

- 7. Encourager of Participation
- 8. Communication Facilitator
- 9. Tension Releaser
- 10. Process Observer
- 11. Interpersonal Problem-Solver
- 12. Supporter and Praiser

**Statements**

- c. "Edye's idea sounds like Buddy's; I think they could be combined."
- d. "I think we should openly discuss the conflict between Dave and Linda to help resolve it."
- e. "Before we go on, let me tell you how other groups have solved this task."
- f. "We need a time-keeper. Keith, why don't you do that?"
- g. "I really enjoy this group. I especially enjoy Roger's sense of humor."
- h. "I think we'd find a good solution if we put a little more work into it."
- i. "Frank, tell us what we've said so far to see if you understand it correctly."
- j. "We seem to be suggesting solutions before we're ready. Let's define the problem first."
- k. "I don't understand. What do you mean?"
- l. "Helen, I'd like to hear what you think about this; you have such good ideas."

*Answer Key.* Exercise 1: 1. c; 2. g; 3. j; 4. b; 5. i; 6. h; 7. f; 8. a; 9. l; 10. e; 11. k; 12. d.

Exercise 2: 1. e; 2. k; 3. j; 4. c; 5. h; 6. a; 7. l; 8. i; 9. b; 10. f, 11. d; 12. g.

## **PLAYING TASK AND MAINTENANCE ROLES: WINTER SURVIVAL EXERCISE**

Now that you've seen how many different roles you can play, you know you can contribute in some way to an actual discussion. (You needn't attempt all these roles, of course, and you needn't stick with any one type. Just contribute your thoughts in a way that suits you and perhaps try a new role once in a while.)

Try testing out some of these roles using the following short discussion exercise, "Winter Survival." We recommend the following plan for its use.

First break up into groups of four or five people; move a little way apart from the other groups. Each group should choose one person to record group decisions. Next, read "Winter Survival." (It contains your



task and all the information you will need.) As soon as everyone in your small group has finished reading, begin your discussion.

About halfway through the time allowed for discussion, STOP. As a group, consider the following questions. How many people have taken part so far? What went well? How could the discussion be improved during its second half?

Resume your discussion, and try to carry out any suggested improvements.

Once you've concluded the discussion, evaluate it again. What roles did you actually play? Go back over the list of task roles: Check the two or three you found yourself playing most often during the discussion of "Winter Survival." Then pick your two or three most important maintenance roles.

Finally, sum up: How did you help the group—either in getting the job done or in keeping the group going?

What would you like to do differently another time?

### **Winter Survival: The Situation**

You have just crash-landed in the woods of northern Minnesota and southern Manitoba. It is 11:32 A.M. in mid-January. The light plane in which you were traveling crashed on a lake. The pilot and copilot were killed. Shortly after the crash the plane sank completely into the lake with the pilot's and copilot's bodies inside. Miraculously, the rest of you are not seriously injured and you are all dry.

The crash came suddenly, before the pilot had time to radio for help or inform anyone of your position. Since your pilot was trying to avoid a storm, you know the plane was considerably off course. The pilot announced shortly before the crash that you were 20 miles northwest of a small town that is the nearest known habitation.

You are in a wilderness area made up of thick woods broken by many lakes and streams. The snow depth varies from above the ankles in windswept areas to knee-deep where it has drifted. The last weather report indicated that the temperature would reach minus 25 degrees Fahrenheit in the daytime and minus 40 at night. There is plenty of dead wood and twigs in the immediate area. You are dressed in winter clothing appropriate for city wear—suits, pantsuits, street shoes, and overcoats.

While escaping from the plane, the several members of your group salvaged 12 items. Your task is to rank these items according to their im-

portance to your survival, starting with 1 for the most important item and ending with 12 for the least important one.

You may assume that the number of passengers is the same as the number of persons in your group and that the group has agreed to stick together.

*Winter Survival Decision Form.* Rank the following items according to their importance to your survival, starting with 1 for the most important one and proceeding to 12 for the least important one.

- \_\_\_\_\_ Ball of steel wool
- \_\_\_\_\_ Newspapers (one per person)
- \_\_\_\_\_ Compass
- \_\_\_\_\_ Hand ax
- \_\_\_\_\_ Cigarette lighter (without fluid)
- \_\_\_\_\_ Loaded .45-caliber pistol
- \_\_\_\_\_ Sectional air map made of plastic
- \_\_\_\_\_ Twenty-by-twenty-foot piece of heavy-duty canvas
- \_\_\_\_\_ Extra shirt and pants for each survivor
- \_\_\_\_\_ Can of shortening
- \_\_\_\_\_ Quart of 100-proof whiskey
- \_\_\_\_\_ Family-size chocolate bar (one per person)

*Essay Questions: Winter Survival.* Choose one of the following questions and answer it in a short essay (about 300 words).

1. Explain why one item on the list created a difficult decision for you. Tell why you finally made the decision you did.
2. Pick one feature (for example, ability to retain heat) that you think is very important in choosing items from the list. Explain what makes that feature so important to your survival.
3. From the items on the list, choose two. Explain why one item is more valuable than the other.

## Acknowledgments



Our students contributed many substantive comments to *Controversy*, thereby proving that several heads are better than one at critiquing.

Our teaching colleagues provided advice, information, and warm encouragement.

Our editors at Prentice Hall and their reviewers helped us to see the book clearly as it took shape. Our reviewers were Elaine Chakonas, Triton College; Beth Childress, Armstrong State College; Janet Cutshall, Sussex Community College; Patrick Haas, Glendale Community College; Roberta Panish, Rockland County Community College; and Harvey Rubinstein, Hudson County Community College.

The Maryland chapter of the Delta Kappa Gamma Society International gave us a grant to help defray production costs.

Elizabeth Howell, Elysa Friedman, and Heather Wilkinson served as editorial assistants, and Pamela Williams provided research assistance.

Finally, Sharon Ritchie and Lynn Dermott typed the manuscript, and Michael Pula formatted it, with precision and patience.

Our heartfelt thanks to all who helped make the book a reality.

Judith J. Pula  
Audrey T. Edwards  
R. Allan Dermott

# Contents



Introduction	ix
"Winter Survival," by David W. Johnson and Frank P. Johnson	xiv
ACKNOWLEDGMENTS	xvi
1. Overview: The Processes of Critical Reading and Writing	1
THE PROCESS OF CRITICAL READING	2
THE WRITING PROCESS	10
2. The Juvenile Justice System: Does It Work?	19
"Mapping the Streets of Crime," from <i>Newsweek</i>	23
"Why Not Name Guilty Juveniles?" by Michael Olesker	26
3. Bystanders Witnessing a Crisis	35
"Triple Slaying Probed," from the Associated Press	37
"37 Who Saw Murder Didn't Call the Police," by Martin Gansberg	40
4. American Attitudes Toward Aging	49
"Am I an Adult Yet?" by Gail Sheehy	51
"Old Before Her Time," by Katherine Barrett	55

5. Aggression in Sports	67
"Mr. Hyde and Dr. Jekyll," by George Plimpton	69
"A Humanistic Approach to Sports," by Irving Simon	74
6. Controlling Our Own Health	83
"God Helps Those Who Stop Hurting Themselves," by Harold Kushner	85
"Heart Attack!" by Michael Crichton	89
7. Equal Pay: The Controversies	101
"Three Decades After the Equal Pay Act, Women's Wages Remain Far From Parity," by Joan E. Rigdon	104
"Why Women Are Paid Less Than Men," by Lester C. Thurow	108
8. Obedience: A Good Quality?	117
"When I Need Your Opinion I'll Give It to You," by Sam Levenson	119
"Would You Obey a Hitler?" by Jeanne Reinert	123
9. Resisting Civil Authority	133
"Liberty of Conscience in Its Relation to Civil Government," by the Orthodox Friends	135
"Boston Tea Party," by John Fiske	138
10. Images of Men: Fantasy or Reality?	147
"I Want a Wife," by Judy Brady	149
"Confessions of a Female Chauvinist Sow," by Anne Roiphe	154
11. The Right to Bear Arms	165
"American Revolutionary," by Matthew Edwards	168
"The Hydrogen Bomb Lobby," by Art Buchwald	172
12. Pornography: Free Speech?	179
"Equality and Speech," by Catharine A. MacKinnon	182
"Why We Must Put Up with Porn," by Susan Isaacs	185
13. Physician-Assisted Suicide	193
"Threat of Assisted Suicide," by Maggie Gallagher	195
"Reflections on 'Death with Dignity Act,'" by Alan Meisel	199

"Death and Dignity: A Case of Individualized Decision Making," by Timothy E. Quill	205
14. Reactions to Crowded Cities	219
"Everyone Belonged," by Harry Golden	221
"Sex Morals on the Lower East Side," by Harry Golden	222
"The Poets Were Paid," by Harry Golden	223
"Sliding Down into the Behavioral Sink," by Tom Wolfe	226
15. The Effects of Technology on Society	239
"A New Declaration of Independence," by Charles Siegel	241
"On the Edge of the Digital Age: The Historic Moment," by Peter Leyden	251
16. Reducing the Threat of Drugs	267
"Past Experience with Legalization," by Kim Edward Light	270
"The War on Drugs Should Be Abandoned," by Daniel K. Benjamin and Roger Leroy Miller	275
Appendixes	287
A. Word Parts	287
B. Guide to Literary Terms	291
C. Allusion	295
D. Connotations of Names	299
E. Figures of Speech: Metaphors, Similes, and Clichés	303
F. The Formality Spectrum: Indicators of Informality and Formality	307
G. Irony of Situation	311
H. Irony of Wording	313
I. Jargon	317
"Little Miss Muffet," by Russell Baker	319
J. Symbols	321
K. Spelling List	325
L. Discussion Grading Sheet	329
M. Conference Checklist	331

UNIT  
ONE



Overview:  
The Processes of Critical  
Reading and Writing

## The Process of Critical Reading

---



Picture a man who has built some bookshelves but now wants to take on something more ambitious. He wants to build kitchen cabinets for his wife. Our inexperienced cabinetmaker can jump in there with his tools and the best of intentions. If he is persistent, he probably will come up with some kind of cabinets. If he is smart, however, he will get together with an experienced cabinetmaker to pick up a few “tricks of the trade.” The result will probably be less time wasted, less frustration, and a better finished product. Likewise, a smart student who knows he is inexperienced at reading may check with a better reader. However, many good readers don’t know how to explain what they do in any meaningful way. Allow us, the authors, to be your experienced cabinetmakers.

A good reader doesn’t just start sawing and hammering chapter one of a piece of nonfiction. A good reader will preview first—that is, check out a few things before beginning. But what things? These are a few “tricks of the trade” to be discussed in this unit.

Second, what do experienced readers do while reading a chapter? “Read,” you say? But what is going on in their thought processes? How do they understand what they are reading if they don’t look up every unfamiliar word in the dictionary? Again, we have “tricks of the trade.”

Third, let’s say that you have “read” the assignment. How comfortable do you usually feel in discussing such assignments when the class meets again? In taking a quiz? In writing an essay on the assignment? If any of these questions make you feel uneasy, you might want to visit your friendly cabinetmakers.

In short, we suggest that you break the process of reading into three steps: previewing, reading to answer questions, and discussing your ideas with others. The results should be a clearer understanding of the ideas involved.

### PREVIEWING

Before carpenters begin sawing and hammering, they look over the situation. They get out the measuring tape and jot down a few notes and think some more. Most importantly, they call on past experiences and knowl-



edge to get a better perspective on the current circumstances. The more novel the present situation, the more they need to think through where they are heading. When they understand what the owners want and have integrated the two sets of ideas and possibly recommended changes, then they are ready to proceed.

When it comes to reading, too, past experience and knowledge help. The more we readers can pull together our own ideas before looking at an article, the better. In addition, it often helps if we consider ideas from another author. Therefore, this book begins most units with a short selection having an alternate view to the one in the unit's main reading(s).

Room is provided for you to write your answers to questions. Go through the reading/thinking process and make a clear, written response. If you do, you can be reasonably sure you are on the way to mastering a process that can serve you well for the rest of your life.

In surveying an essay, we as readers prepare ourselves mentally. Before reading the article, we want to know what the writer wants us to get from the paper more than anything else—the main idea. Experienced readers predict the main idea through a two-step process. First, they study the title, which is sometimes the main idea itself or perhaps a modification of it. In any case, as readers we expect the title to at least suggest the topic—that is, tell us what the essay is about.

The second step in predicting the main idea is to read the first and last paragraphs. Often the main thrust is in the first paragraph. If not, it is sometimes in the last. In either case, we should now have a better idea of what the essay is going to be saying.

In writing your statement of a main idea, answer these questions: What does the author want me to believe? What point is the author trying to make? Note that the main idea can be stated in a sentence, unlike the subject matter, topic, or title, which usually is stated in a fragment. Following are some examples of topics and main ideas.

**Subject or topic**

- Fighter pilots during World War I
- The dangers of flying in World War I

**Poor statements of main idea**

- It is about fighter pilots during World War I.
- The main idea is about the dangers of flying in World War I.