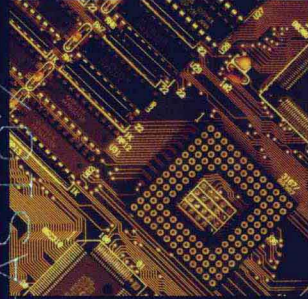
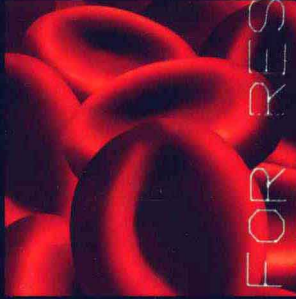


Fourth Edition



Patterns for a Purpose

A RHETORICAL READER

Barbara Fine Clouse

FOR RESALE
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Patterns for a Purpose

A RHETORICAL READER

Fourth Edition

Barbara Fine Clouse


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PATTERNS FOR A PURPOSE: A RHETORICAL READER

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Praise for *Patterns for a Purpose*, Fourth Edition

"Barbara Fine Clouse's *Patterns for a Purpose* is one of the best combination rhetoric-readers I have ever used to teach freshman composition. . . . Simply put, *Clouse gets it right!*"

—J. CHRISTIAN TATU, WARREN COUNTY COMMUNITY COLLEGE

"*Patterns for a Purpose* is an outstanding reader with clear, in-depth explanations in the instructional sections, a variety of appropriate essays, and valuable information in the introductions and the post-essay analysis sections."

—LINDA COOPER KNIGHT, COLLEGE OF THE ALBEMARLE

"I would describe *Patterns for a Purpose* as an accessible, student-centered text that provides excellent topics for discussion and writing. This text makes the instructor's job easier and the class more interesting for the students."

—CAROL BLEDSOE, FLORIDA GULF COAST UNIVERSITY

"*Patterns for a Purpose* is a rhetoric-reader that presents, with clarity and grace, the rhetorical modes in all their overlapping complexity, and the individual distinguishing characteristics of each."

—DIANA CAMERON, NORTH IOWA AREA COMMUNITY COLLEGE

". . . *Patterns for a Purpose* presents information in a reader-friendly style and format, and I am sure that students would find it welcoming."

—RITA KRANIDIS, MONTGOMERY COLLEGE

"Its accessible format and practical approach make *Patterns for a Purpose* a superb choice for beginning writers."

—DR. ROBERT SAWYER, EAST TENNESSEE STATE UNIVERSITY

Patterns for a Purpose, Fourth Edition, remains a rhetorical reader that focuses on showing students how to use the rhetorical patterns—either alone or in combination—to achieve a range of writing purposes; it continues to emphasize critical reading and thinking, to offer detailed coverage of the writing process, to provide a rich variety of writing opportunities, to emphasize argumentation and persuasion, and to provide an array of reading selections, both classic and contemporary, that function both as models and as springboards for discussion.

FEATURES FOR A PURPOSE

Among the features that help *Patterns* achieve its goals are

The Connection between Patterns and Purpose

- NEW: A dazzling, new design that uses images to reinforce the interplay between pattern and purpose.
- NEW: “[The Pattern] for a Purpose” sections (e.g., “Description for a Purpose,” “Narration for a Purpose,” and so on) that explain how to use each pattern to entertain, express feelings, relate experience, inform, or persuade.
- NEW: “[The Pattern] in College, at Work, and in the Community” sections, which explain how to use each pattern to achieve the full range of writing purposes in a variety of contexts important to students.
- NEW: “Using [the Pattern] for a Purpose” assignments after each reading that invite students to use the patterns to achieve a range of writing purposes.
- NEW: Writing assignments that suggest ways of using the patterns.
- Headnotes that point out the patterns used in the reading selections and the purposes they help the writer achieve.

Blending Patterns to Achieve the Writer’s Purpose

- NEW: An exciting, new design that reflects the book’s greater attention to the mixing of rhetorical patterns.

- NEW: “Noting Combined Patterns” questions following readings with multiple patterns to call students’ attention to strategies for combining patterns.
- NEW: A chapter (Chapter 13) that focuses exclusively on combining rhetorical patterns to achieve the full range of writing purposes.
- NEW: “Combining Patterns” assignments after each reading that invite students to write an essay using multiple patterns.
- Multiple essays in each chapter of readings that combine patterns to achieve the writer’s purpose and headnotes that point out what patterns are combined and what purpose this combination achieves.

Critical Reading and Thinking

- NEW: Writing assignments that suggest ways to combine patterns.
- Critical reading and thinking instruction in Chapter 1 that focuses on helping students learn to make inferences, synthesize and evaluate information, think logically, and read critically.
- “Reading Closely and Thinking Critically” questions after each reading selection to prompt students to apply the critical reading and thinking skills they learned in Chapter 1.
- Reading selections and writing prompts in Chapter 12, “The Law and Society: A Casebook on Argumentation-Persuasion,” that call on students to apply their critical reading and thinking skills to synthesize and evaluate multiple perspectives on controversial issues.

An Emphasis on the Writing Process

- NEW: “Process Guidelines” (in Chapters 4–13) that offer practical strategies for using and combining patterns of development.
- NEW: Twenty-four “Troubleshooting Guides” (in Chapters 4–14) that offer tips for solving common writing problems.
- Procedures for planning an essay, developing a thesis, and drafting, revising, and editing an essay (in Chapter 2–3).
- Illustration of the writing process through a student essay in multiple drafts (in Chapters 2–3).
- Revision checklists (in Chapters 4–13) to help students revise with confidence.

Multiple Writing Prompts—Journal Entries to Essay Assignments

- Twenty additional essay topics at the end of each rhetorical-pattern chapter.
- NEW: In chapters 4–11 and 13, “Examining Visuals” activities that encourage students to explore the pattern.
- For each reading selection, an online writing/discussion prompt, a journal prompt, four or more topics for writing in the pattern for a

- **NEW:** A stunning full-color design in which the reading selections are set to resemble the original publication venue, emphasising the fact that the readings come from the real world of magazines, books, and newspapers.
- **NEW:** “As You Read” prompts at the start of each reading selection that help students stay focused.
- Eight literary selections to provide instructional variety.
- A mix of classic and contemporary essays that focus on themes of interest to students—including classroom violence, gay marriage, stem cell research, radio play lists, and pornography on campus computers—and offer a variety of cultural viewpoints and perspectives.
- Eleven annotated student essays—four of them new—that provide both instruction and realistic models.

ALSO NEW TO THE FOURTH EDITION

Integrated Technology Resources

Powered by *Catalyst 2.0*, the Fourth Edition provides click paths that direct students to special online resources, such as new interactive tutors that help students write papers for different rhetorical purposes and patterns; new tutorials on visual rhetoric; additional resources on authors that appear in the text; guides for avoiding plagiarism and evaluating sources; and many more tools that support students with their writing at every stage of the writing process.

SUPPLEMENTS

Online Learning Center: www.mhhe.com/patterns

Powered by *Catalyst 2.0*, the Premier Online Tool for Writing and Research, the OLC offers

- New interactive writing tutors for different rhetorical purposes and patterns.
- Tutorials on avoiding plagiarism and evaluating sources.
- Over 4,500 grammar exercises with personalized feedback for each response.
- Bibliomaker software for MLA, APA, *Chicago*, and CSE styles of documentation.
- And much more.

Delivered in a new, state-of-the-art course management system featuring online peer-review utilities, a grade book, and communication tools, *Catalyst 2.0* is available free with *Patterns for a Purpose*.

variety of purposes, a topic that requires using the pattern in combination with one or more other patterns, a topic that requires synthesizing ideas in multiple readings, and a topic that requires using a primary or secondary source.

- “Consider the Pattern” activities opening Chapters 4–14 that use visuals to prompt brief introductory writing activities.
- “Responding to an Image” topics at the end of each rhetorical chapter that ask students to write in response to a visual image, using the pattern under consideration.

Applying Critical Reading Skills to Visual Texts

- NEW: An explanation of how to read visuals critically (Chapter 1).
- NEW: An explanation of how to use visuals to support a thesis (Chapter 3).
- NEW: Two student essays (in Chapters 3 and 11) that demonstrate the appropriate use of visuals as support.
- NEW: “Examining Visuals” sections in Chapters 4–11 and 13 that provide an image (advertisement, photograph, corporate logo, cartoon, or screenshot) using one of the patterns of development to help students learn to identify patterns and purposes in visuals.
- NEW: Visuals in Chapter 12, “Law and Society: A Casebook for Argumentation-Persuasion,” that offer another sense of the issue under consideration.
- “Consider the Pattern” images opening Chapters 4–14 to prompt brief writing activities that get students thinking about the pattern on which the chapter focuses.
- “Responding to an Image” topics closing Chapters 4–11 that provide the basis for writing assignments in the pattern under consideration.

An Emphasis on Argumentation and Persuasion

- Essays in every chapter of readings (except the chapter on description) that are meant to convince readers to think or act in a particular way.
- An in-depth study of argumentation-persuasion in the revised Chapter 12; this chapter now includes 11 essays on 3 themes: “Should the Law Allow Cloning of Embryonic Stem Cells?” “Is Justice Served by Trying Juvenile Offenders as Adults?” and “What Speech Does the First Amendment Protect on College Campuses?”

Seventy Professional Selections

- NEW: With twenty new reading selections from writers like N. Scott Momaday, Rick Bass, Chris Abani, Toni Cade Bambara, Naomi Shihab Nye, and Andrew Sullivan, *Patterns for a Purpose* offers more essays than most modes-based readers on the market.

The Instructor's Resource Manual, by Barbara Fine Clouse

This manual includes helpful advice for new teachers and graduate students as well as suggested answers for the questions that follow each reading selection. It is available on the password protected instructor's side of the Online Learning Center: www.mhhe.com/patterns

Teaching Composition Faculty Listserv: www.mhhe.com/comp

Moderated by Chris Anson at the North Carolina State University and offered by McGraw-Hill as a service to the composition community, this listserv brings together senior members of the college composition community with new members—junior faculty, adjuncts, and teaching assistants—in an online newsletter and accompanying discussion group that addresses issues of pedagogy in theory and in practice.

ACKNOWLEDGMENTS

For this new edition, I had the great good fortune to work with an immensely talented team at McGraw-Hill. Jane Carter oversaw the development process with grace and good humor. I am grateful for her insights, gentle guidance, astute judgment, and creative problem-solving—and the fact that she was always there when I needed her, despite her very heavy workload. Also at McGraw-Hill, Christopher Bennem, Lisa Moore, and Carla Samodulski shaped this revision in fundamental ways. They are very wise, and I cannot overstate their influence.

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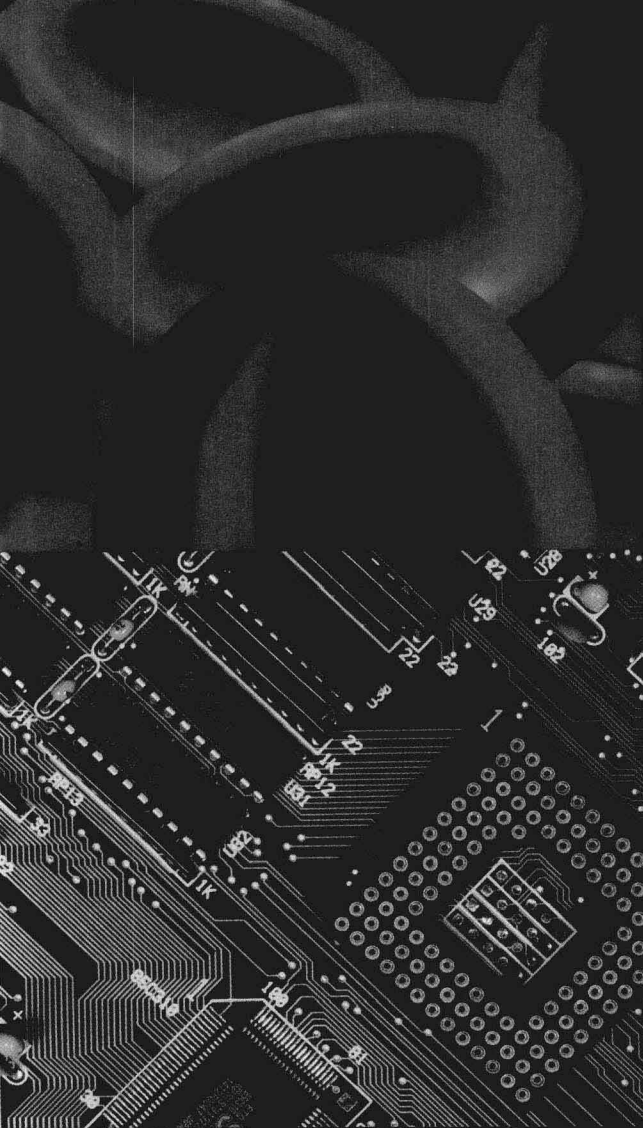
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Finally, my heartfelt thanks goes to my husband, Denny, whose patience and support are unfailing and indispensable.

Barbara Clouse



Patterns for a Purpose

A RHETORICAL READER

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*N. SCOTT MOMADAY

The Homestead on Rainy Mountain Creek 119
In this reverent description of his childhood home, N. Scott Momaday relates his experience and expresses his feelings about "sacred recollections of the mind and heart."

*New to this edition.

ALFRED KAZIN

My Neighborhood 124
With vivid description, Kazin expresses his response to the Brownsville tenement that he grew up in.

*RICK BASS

A Winter's Tale 129
Rick Bass describes winter at his Montana home, along with its effect on him, entertains at the same time he relates his experience, expresses his feelings, and informs the reader.

ANNIE DILLARD

The Deer at Providencia 135
Dillard combines description with narration to relate her experiences with suffering and her uncertainty about why it exists.

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With images of remarkable power, Ehrlich combines description and narration to inform readers about what happened when she was struck by lightning.

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*CHRIS ABANI

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To relate his experience and express his feelings, Chris Abani narrates a horrific account of mob violence and vigilante justice.

LANGSTON HUGHES

Salvation 173

Langston Hughes uses narration to relate a painful experience: his loss of faith at a revival service.

*WILLIAM GLABERSON

Seeking Justice after a Fatal Spin of the Cylinder 177

William Glaberson's narrative account of teens playing Russian roulette informs the reader of a tragic event.

NATALIE KUSZ

Ring Leader 183

The last thing her friends thought she would do was call attention to her face. With narration and cause-and-effect analysis, the author of this essay explains why she did so—by piercing her nose.

JEAN SHEPHERD

Lost at C 189

Using narration and description a humorist looks back at his high school algebra class to relate his experience, entertain the reader, and inform the reader of some truths about education.

LEE K. ABBOTT

The View of Me from Mars 199 (short story)

Abbott's short story is really two stories, one within the other. Both stories inform readers about the nature of lies and forgiveness, using narration, description, and cause-and-effect analysis.

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Using exemplification to inform and entertain, Cullen Murphy illustrates a surprising sin of omission.

TRIP GABRIEL

Computers Help Unite Campuses But Also Drive Some Students Apart 228

Gabriel uses exemplification to inform his audience about the increasing use of computers on college campuses and the pros and cons of that use.

RALPH ELLISON

On Being the Target of Discrimination 234

With examples developed with narration and description, Ellison relates his experience and thereby informs readers of what it was like to grow up when laws prohibited African-Americans from visiting zoos, participating in band concerts, and attending neighborhood schools.

BARBARA EHRENREICH

What I've Learned from Men: Lessons for a Full-Grown Feminist 242

Using exemplification, cause-and-effect analysis, definition, and contrast, Ehrenreich informs readers about the ladylike behavior of women and argues that women should abandon that behavior.

JONATHAN KOZOL

Untouchables 248

Combining exemplification with cause-and-effect analysis, Kozol gives a dramatic account of the real consequences of homelessness to persuade readers that government policy and our own fear are part of the problem.

*TONI CADE BAMBARA

The Lesson 257

Combining exemplification and narration to entertain and inform, the author notes that the most important lessons can be the most painful—and they aren't necessarily learned in school.

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MIKLÓS VÁMOS

How I'll Become an American 281

*Hungarian-born Vámos entertains with a satiric
look at Americans and in the process suggests
areas for improvement. Perhaps the process
analysis will also persuade you that we
Americans should change our ways.*

DIANE COLE

Don't Just Stand There 285

*Cole informs readers of processes for dealing
with ethnic, racial, and sexist slurs. She also
draws on narration and exemplification to
achieve her purpose.*

HENRY LOUIS GATES, JR.

In the Kitchen 291

*The author informs readers by explaining several
processes for straightening African-American
hair—and the politics underlying the processes.
He also uses description and definition.*

TIMOTHY HARPER

Shoot to Kill 299

*As a result of the shootings at Columbine High
School, police rapid-response procedures have
changed. Using process analysis, contrast,
cause-and-effect analysis, and description,
Timothy Harper informs readers about both the
old and new procedures.*

JESSICA MITFORD

Behind the Formaldehyde Curtain 307

*With description, Mitford tells you more than
you may want to know about the processes of
embalming and burial. Her purpose goes beyond*

*informing to persuading her readers that
embalming is unnecessary.*

*NAOMI SHIHAB NYE

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*Using process analysis and description, Nye will
entertain you as she informs you about the
complex journey the simple onion takes to reach
its place in a stew.*

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*Catton compares and contrasts the Civil War
generals to inform readers about the nature of
each man.*

SUZANNE BRITT

Neat People vs. Sloppy People 344

*Sloppy people are morally superior to neat
people, according to this entertaining contrast of
the neat and the sloppy.*

*NICHOLAS D. KRISTOF

**In Japan, Nice Boys (and Girls) Finish
Together 348**

*With comparison-contrast and exemplification,
Kristof informs readers about the difference
between the Japanese emphasis on harmony*

and the American emphasis on competition. With cause-and-effect analysis, he also explains why Japanese value harmony and the effects of that preference. You will note that he also expresses his feelings about the two orientations.

ALICE WALKER

Am I Blue? 353

Walker combines comparison, narration, and description in the story of a horse named Blue. The patterns allow the author to relate part of her experience, inform readers about the nature of animals, and persuade the reader that animals should be treated better.

DEBORAH TANNEN

Squeaky Wheels and Protruding Nails: Direct and Indirect Speech 359

Making important statements indirectly can be a form of polite deference, but it can have deadly consequences. To inform readers of this point, Tannen defines and contrasts direct and indirect communication. She also works to persuade her audience that one style is not better than the other.

ARTHUR L. CAMPA

Anglo vs. Chicano: Why? 368

The author combines contrast with cause-and-effect analysis to inform readers of the cultural differences between Anglos and Chicanos and of the reasons for those differences.

*ROBERT FROST

Fire and Ice 374

In "Fire and Ice," Robert Frost uses comparison-contrast to inform the reader about the dangers of desire and hate.

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DOROTHY SIEGEL

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A vice president for student services at Maryland College, Siegel informs readers of the causes of campus violence.

*ANDREW SULLIVAN

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Using cause-and-effect analysis, Andrew Sullivan relates his experience as a gay man and expresses his feelings about the importance of gay marriage to persuade readers that such unions should be allowed.

*JAMES SUROWIECKI

Paying to Play 405

James Surowiecki uses cause-and-effect analysis and comparison-contrast to inform readers that music publishers often buy air time to better position their songs on radio play lists and to persuade readers that this practice is flawed.

EYAL PRESS

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Using cause-and-effect analysis and exemplification, Press informs readers of what happened when a University of Indiana professor criticized basketball coach Bobby Knight.

BRENT STAPLES

Just Walk on by: A Black Man Ponders His Power to Alter Public Space 416

To inform readers, Brent Staples looks at what causes the perception that black men are threatening. Then he goes on to express how that perception affects him.

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Calvin Trillin informs readers by narrating the events that caused the death of a teenager.

LESLIE MARMON SILKO

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In this powerful, dark short story, Leslie Marmon Silko combines cause-and-effect analysis with narration to inform readers of the effects of racism on a Navajo family.

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