

## **Possible Answers for *Successful College Writing*, Sixth Edition – Chapter 15**

### **Ex 15.1**

1. **How to use a specific computer program** Working thesis: “Using a new computer program can enhance your productivity if you learn the program’s capabilities and shortcuts.”

Steps involved:

- a. Decide how you plan to use the software.
- b. Preview the instruction manual to learn the program’s capabilities and major features.
- c. Use a tutorial program to acquaint yourself with the program’s functions and shortcuts.
- d. Practice using the new software, particularly the features you expect to use frequently.
- e. Consult the instructions, a help desk adviser, a colleague, or a computer professional with questions and problems.
- f. Allow yourself two to four weeks to become comfortable with the new program.

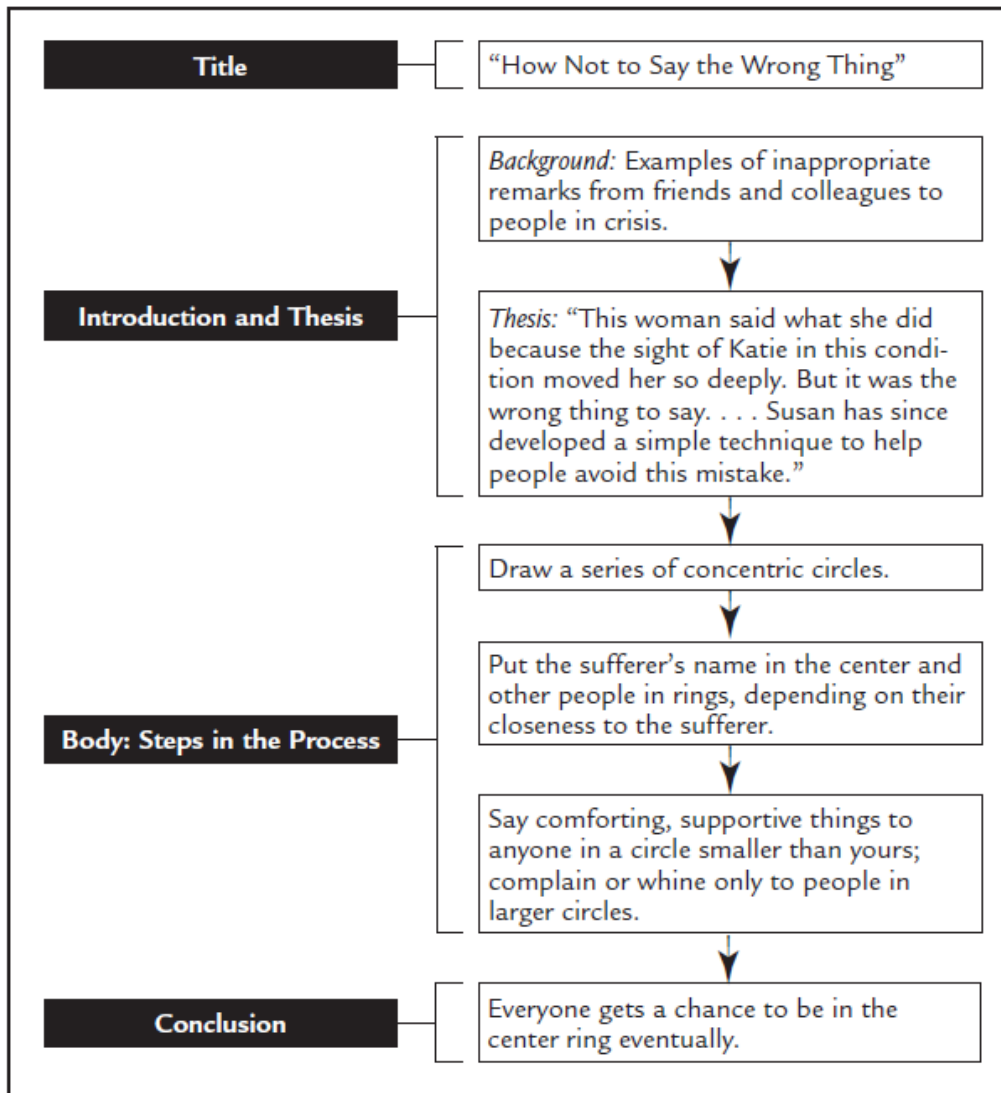
### **Ex 15.2**

Answers will vary.

### **Ex 15.3**

Answers will vary.

#### Ex 15.4



#### **"Going Vegan: How to Have Your Eggless Cake and Eat It, Too!" Justine Appel**

##### **Analyzing the Writer's Technique**

1. Par. 1 merely sets the scene, and par. 2 defines the term and parameters of the problem.
2. Using dialogue makes the essay personal and places readers in the middle of the action.
3. Appel uses a chronological organization.
4. Answers will vary.
5. At the beginning of the essay, Appel lists several common reasons for becoming a vegan and then identifies her own reason (environmental); she expands on that reason in her conclusion, writing that veganism is also a political and social choice for her. She stays away from directly arguing that readers should follow her lead, using her simple process as an example of what others could do.

##### **Thinking Critically about Illustration**

1. Answers will vary.
2. Appel's tone is pragmatic and conversational. Her use of the second person (*you, your*) and phrases like "so I stick to my favorite forms of protein" help create the tone.

3. Appel's audience is probably her fellow students. She addresses readers as "you" and provides tips about shopping, cooking, and visiting grandparents.
4. She could have provided more details about the "sneaky ingredients" (par. 5) that are animal based, more information about preparing vegan meals, and more ways to respond to the nonvegans in readers' lives.

### **"Dater's Remorse," Cindy Chupack**

#### **Examining the Reading**

1. "The human equivalent of a fashion fad" may end up becoming more of an "emotional investment" than expected.
2. Her point is that men who are different from oneself may involve too many changes to work well in the long term.
3. Chupack thinks that compatibility is important.
4. *Relishing*: enjoying; *classic*: recognized standard; *envisioned*: imagined; *dysfunctional*: characterized by breakdown of normal or beneficial relationships; *regimen*: regulated course of diet and exercise

#### **Analyzing the Writer's Technique**

1. "The unfortunate truth is that while most of us are savvy shoppers, we're not sufficiently selective when looking for relationships, and that's why we often suffer from dater's remorse" (par. 3).
2. While her steps are essentially interchangeable, she moves from advice for casual dating ("Go with a classic, not a trend") to factors that are likely to have long-term implications ("Check with previous owners").
3. She does not offer many details for the steps in her process, but the examples are vivid and compelling, so some students will likely find Chupack's advice useful.
4. Befitting the humorous tone, her conclusion is light yet convincing "Caveat emptor" (8).

#### **Thinking Critically about Process Analysis**

1. The author assumes that readers are looking for a husband.
2. Answers will vary.
3. Chupack lacks academic or work experience credentials, but she does have the life experience gained through extensive dating.
4. The connotation is a negative one, referring to men who have been involved in serious relationships that failed.
5. Other useful evidence might include quotations by authorities, facts, or statistics, but Chupack's essay is intended to be humorous and somewhat personal, so other types of evidence might change the tone of the essay.

### **"The Psychology of Stuff and Things," Christian Jarrett**

#### **Examining the Reading**

1. The steps build in intensity as a person ages, each step making the relationship between a person and his or her possessions stronger, starting with envy and attachment (pars. 3, 4), materialism (5), reflection of an emerging self-identity (6, 7), objects as receptacles for memories (8–9), brand preferences (10), and possessions becoming cherished heirlooms (12–13).
2. According to Jarrett, possessions are used as symbols of ourselves, "signals" (1) to others about our identity, our status, our strengths and failings.
3. Sports paraphernalia would probably relate to the steps described in paragraphs 6–11 since identifying with a sports team would reflect the sport fan's identity and, over time, store memories and create brand loyalty.

4. *Essence*: core, a thing's basic nature; *memorabilia*: mementos; *materialism*: concern with material objects, possessions; *seminal*: original, groundbreaking; *receptacles*: containers; *prosthetic*: artificial replacement, substitute

### **Analyzing the Writer's Technique**

1. "Our possessions become extensions of the self" (par. 1). Multiple studies from the field of psychology provide the background.
2. Responses will vary, but some students might fault the conclusion for introducing a new topic and not developing it sufficiently.
3. Since Jarrett is writing for academics and professionals, he must accurately cite sufficient sources in order to be taken seriously.
4. Jarrett wrote this article for the *Psychologist*, the journal of the British Psychological Society. According to its online masthead, this journal is read by "more than 49,000 Society members, and around 1,000 non-members (including many journalists)." His analysis would certainly appeal to others outside this group.
5. Jarrett also uses illustration, classification and division, definition, and cause and effect.

### **Thinking Critically about Text and Images**

1. Jarrett's tone is deliberate, thoughtful, precise. If he were to revise the article for a popular periodical, he could use more examples of real people, could reduce the number of references, and could write at a lower vocabulary level.
2. He seems to suggest that our relationships with possessions will remain the same; only the medium will be different.
3. The visual illustrates par. 11 and might help younger readers see why a grandparent might speak fondly of a first car.
4. Responses will vary, but Jarrett might have included more examples of real people and situations.