

**Possible Answers for *Successful College Writing, Sixth Edition* – Chapter 16**

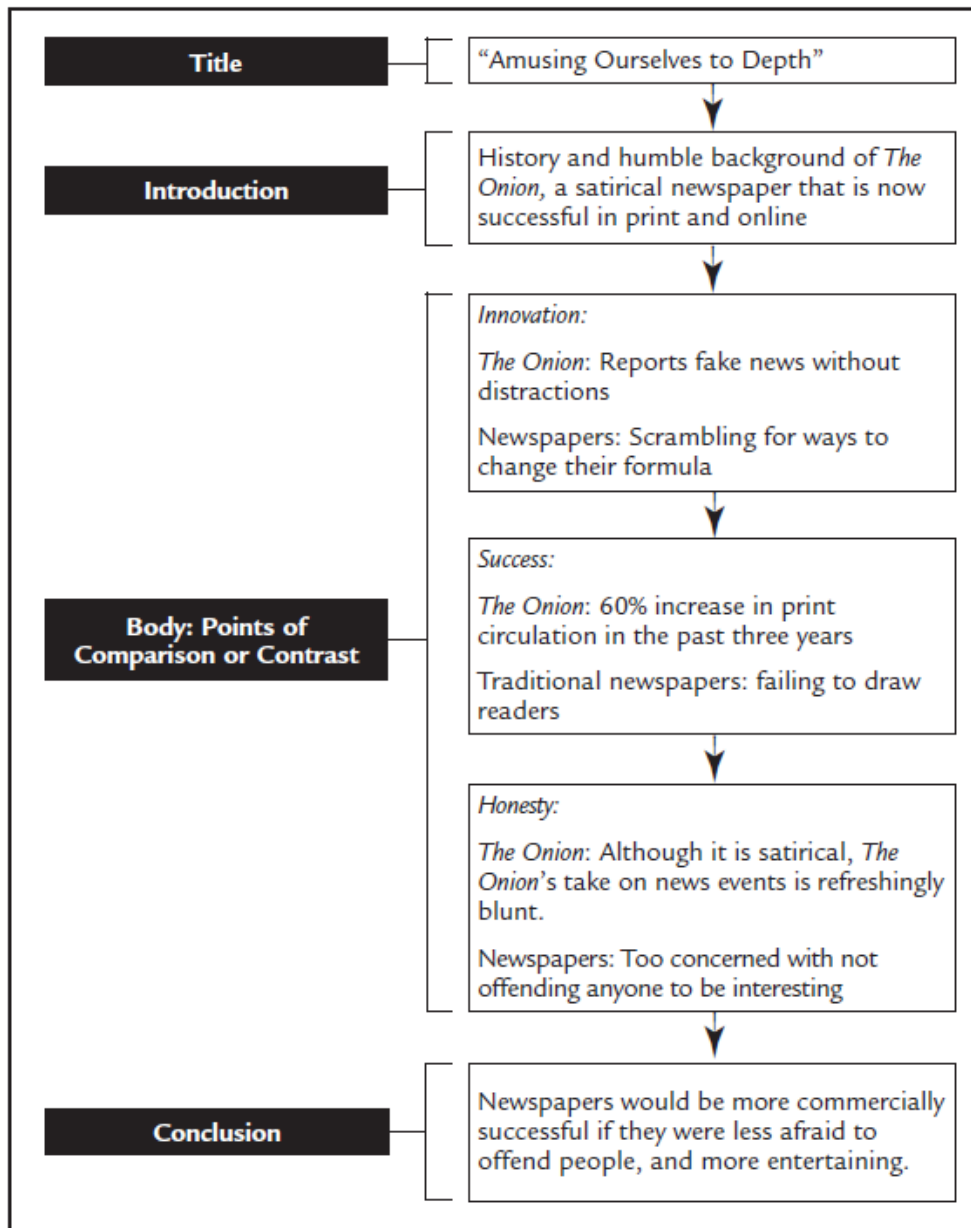
**Ex 16.1**

1. Cruise ships and airplanes: fares, passenger amenities
2. E-mails and letters: speed, cost
3. CD player and MP3 player: quality of sound, ease of use
4. *Sports Illustrated* and *ESPN: The Magazine*: quality of photographs, amount of advertising
5. Situation comedies and dramas: complexity of plots, social commentary

**Ex 16.2**

Answers will vary

**Ex 16.3**



## **"Border Bites," Heather Gianakos**

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

1. The title sounds clever but does not reveal much about the topic. The introduction provides adequate background but only hints at the interrelationships between southwestern and Mexican cuisine, which are developed in the body of the essay.
2. Because corn has been a staple in both the American Southwest and Mexican cuisines since the time of the Aztecs, there are no distinct points to compare or contrast.
3. The sources enhance her credibility and give readers sources of further information.

### **Thinking Critically about Comparison and Contrast**

1. Tex-Mex cuisine is dropped. This strategy works because Gianakos acknowledges our first thoughts about such cuisine and then chooses two types on which to focus. Readers could feel that Tex-Mex should not be mentioned at all. It may not be clear whether Tex-Mex is distinct from "southwestern" cooking.
2. Gianakos takes a rather scholarly or historical approach to the topic, so the tone is straightforward, without humor or irony. Her consistency makes this tone appropriate.
3. These phrases add a little spice to the diction, playing on the imagery of food. More such phrases might have made the essay more descriptive and less scholarly or historical in tone.
4. Gianakos might have contrasted the fat content, nutritional content, or cooking time for southwestern versus Mexican dishes.

### **Responding to the Essay**

1. Responses will vary; possibilities include Southern, New England, and New Orleans.
2. Responses will vary; possibilities include food-related customs, ingredients, and popular culture.
3. Responses will vary.

## **His Marriage and Hers: Childhood Roots, Daniel Goleman**

### **Examining the Reading**

1. The communication differences between men and women — men tend to hide their feelings, and women tend to express them verbally — have roots in childhood.
2. The root causes are biological and social.
3. Problems arise because women tend to value relationships and communication, while men tend to value independence and doing things together.
4. Boys play more competitively and in larger groups; girls play more cooperatively and in smaller groups.
5. *Epitomizes*: represents the essence of; *articulating*: expressing orally; *ostracism*: act of banishing someone socially; *vendettas*: acts of revenge; *disparity*: discrepancy, disjointedness; *empathic*: able to relate emotionally

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

1. Men and women experience emotional life differently; these differences have both biological and social roots in childhood: "This marital end-game reflects . . . his and hers. The roots . . . growing up" (par. 2).
2. *Audience*: parents, teachers, and others interested in learning how children are socialized to handle emotions differently; *purpose*: to show the roots of gender differences in expressing emotion.
3. *Points of comparison*: (a) different lessons about emotions; (b) different rates of acquiring verbal skills; (c) different ways of handling emotional life; (d) cooperation versus competition in childhood play;

(e) different values; (f) different emotional skills; (g) talking versus doing; (h) different sensitivities to the conditions of marriage; (i) difference in the ability to read facial expressions *Evidence*: (a) Bald assertions; section would be stronger if Goleman had cited research; (b) common knowledge; (c) common knowledge; (d) presents empirical evidence; cites Harvard expert Carol Gilligan; (e) cites Deborah Tannen, expert on gender difference in communication; (f) refers to “hundreds of studies”; (g) cites University of Texas research; (h) a self-admitted generalization with exceptions; (i) generalization  
4. Yes — his tone is nonjudgmental, and he cites reliable research and recognized experts.

### **Thinking Critically about Text and Visuals**

1. Goleman uses point-by-point organization, with paragraphs in the body of the essay dealing with the topics of parental lessons, language development, aggression, play, and so on; within each of these paragraphs, Goleman contrasts boys’ and girls’ development. Although he supports his claims with evidence and encloses in quotation marks terms he considers biased (for example, “emotional” in par. 7), some students might say that comments such as “men are a bit Pollyannaish” (9) mark Goleman as biased toward women.
2. Quotation marks around the term *unreasonable* indicate that Goleman is representing the man’s perspective and using his language to contrast with the viewpoint of the woman that the man seems indifferent.
3. The real-life anecdote in the first paragraph establishes Goleman as a relatively objective observer and presents a scene that is in some way familiar to most readers. He is creating a writing situation in which readers will welcome the explanations of an expert for seemingly irrational yet common misbehavior between the sexes.
4. Primarily informed opinion: Goleman has a PhD in behavioral and brain sciences, and he offers evidence and cites sources to support his claims.
5. The photographs illustrate that girls play together in intimate groups that emphasize cooperation while boys’ play focuses on competition.

### **Responding to the Reading**

1. Responses will vary. Goleman notes that the generalizations do not apply to all men and women (par. 9), thereby strengthening his credibility. More such examples would weaken his case, however.
- 2–3. Responses will vary.

### **“Defining a Doctor, with a Tear, a Shrug, and a Schedule,” Abigail Zuger**

#### **Examining the Reading**

1. The female doctor overstretches herself and becomes emotionally involved; the male doctor limits his time and attention and refuses to become emotionally involved.
2. By law, interns work fewer hours than they did in the past. However, they still have to make rounds, receive instruction and mentoring from senior doctors, work as team members, understand the health care system, and withstand high levels of stress.
3. The author is apparently uncertain about the future direction of health care. Her philosophy seems to be that the medical profession may lose something valuable as it converts to a system that requires less time and commitment from physicians.
4. *Delimited*: defined by boundaries or limitations; *ethos*: ethical standards or values; *omniscient*: all-knowing; *omnipotent*: strong enough to do anything; *draconian*: cruel or severe.

### **Analyzing the Writer’s Technique**

1. Thesis: “My month . . . individual work ethic” (par. 12). The placement of the thesis at the end builds interest. Because evidence for the thesis is provided before it is stated, readers are more likely to accept it, having already observed the interns’ contrasting work ethics.
2. Points of comparison include the interns’ organizational styles, hours, and levels of commitment. An underlying contrast is the personality difference between the male and the female intern.
3. Other rhetorical patterns include personal narrative (1, 6, 12), description (2–5), and argument (8–12).
4. In a subject-by-subject organization, the contrasts between the interns would seem less clear and effective.
5. The conclusion addresses the contrasts yet speculates with a sense of nostalgia about the possible loss of the caring doctor in the future, inviting the reader to engage in similar reflection.

### Visualizing the Reading

Points of Comparison	The Man	The Woman
Organizational styles	Efficient (Palm Pilot)	Disorganized (overstuffed pockets and notebook)
work hours	usually just enough; will not overwork himself	too many hours; constantly overworks herself
working with others	condescends to nurses	helps all staff
view of the doctor’s job	one of many responsible for patient care	primarily responsible for patient care
compassion for patients	emotionally distant	emotionally attached

### Thinking Critically about the Text

1. Zuger’s bias (“let us hope that the medicine of the future still has room for people like her”) is not revealed elsewhere because she might want us to weigh the pros and cons of each approach to doctoring for ourselves or might not want us to see her as emotional.
2. The phrase “nurse’s work” implies simpler, more defined, more clerical, or more lab- or patientcentered activities that the doctor is not expected to do.
3. The essay would have been more comprehensive if it had included more data; however, Zuger keeps the focus overall on the contrasting work ethics of the interns.

### Responding to the Reading

Answers will vary.