

## Possible Answers for *Successful College Writing, Sixth Edition* – Chapter 19

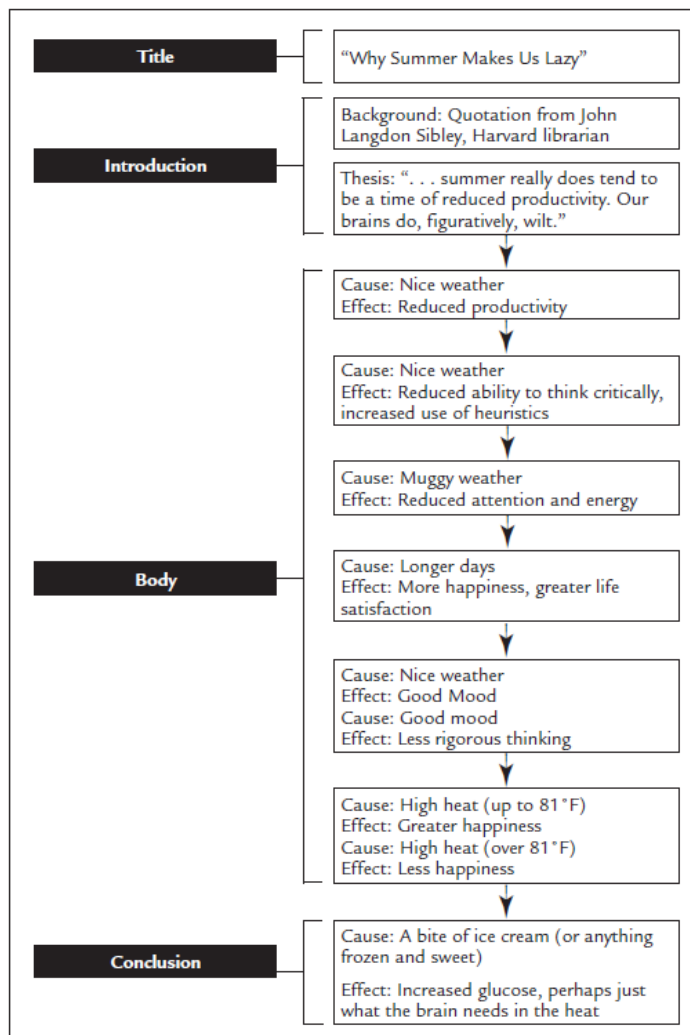
### Ex 19.1

1. Escaped from a zoo; escaped from a truck; wild
2. Inclement weather, computer failure; too few passengers on the flight
3. Harasser; problem with phone; problem with line; wrong number
4. Surplus of local tax revenues; bequest to city; pressure from citizens; desire to attract tourists
5. Busy friend; upset friend who is avoiding you; depressed friend

### Ex 19.2

1. You have to get a ride to the bus company to retrieve it; you have to cancel your credit cards; you cannot buy your mother's birthday present.
2. You have to stay in school an extra semester to meet requirements; you become a professional in a different field from the one you had envisioned; your grades improve.
3. You decide to move; you decide to live separately during the week; you decide to divorce.
4. You convince a child to stay in school; you prevent a child from becoming a gang member; you teach a child to read.
5. The relative dies; the relative recovers and gains a new appreciation for life; you become your relative's caregiver and have less free time; your family becomes closer or argues more from the stress.

### Ex 19.3



## **Is Sharing Files Online Killing Music? Jonathan Adamczak**

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

1. Adamczak's purpose is to report and analyze, rather than to argue or narrate, although he does urge musicians to "embrace creative challenges" in his conclusion.
2. Adamczak uses illustration throughout the essay; he also occasionally uses comparison and contrast, as in para. 5 when he contrasts recording music digitally with recording music on vinyl.
3. The introduction straightforwardly lays out what the essay will be about, which would allow readers to trust the writer. By including advice to musicians, the conclusion ends on a forward-looking note.

### **Thinking Critically about Cause and Effect**

1. His overall tone is measured and logical; however, at the paragraph level, his tone is sometimes critical and sometimes approving of the music industry. The critical tone is seen in comments such as "the rise of digital music exchange is actually helping to stifle new work" (para. 4); the approving tone can be seen in pars. 5–7. Given the balance of criticism and praise, Adamczak's audience might be "aspiring artists" (5).
2. Comments from musicians might have been either more critical or more approving of the music industry. The comment from the BMG executive is fairly neutral.
3. Because he balances criticism and praise, Adamczak appears objective.

### **Responding to the Essay**

Answers will vary.

## **Can Diet Help Stop Depression and Violence? Jurriaan Kamp**

### **Examining the Reading**

1. Changes include less aggressive behavior, a better ability to follow rules, better academic performance, improvement of behaviors caused by various disorders and diseases, and alleviation of depression.
2. Gesch studied British prison inmates because a prison environment has fewer variables, so results are more dependable (para. 5).
3. Kamp believes that a diet higher in vitamins and minerals, but particularly higher in fish, would make the world more peaceful

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

1. Kamp's thesis is stated in both the first and the last paragraphs, but is stated more succinctly in the last: "[R]esearch is beginning to confirm that vitamins, minerals, and fatty acids can reduce aggression and improve psychological well-being."
2. Scientific knowledge is based on evidence that supports a hypothesis, and hypotheses must be tested; the more studies that test and prove a hypothesis, the more reliable the scientific knowledge.
3. *Placebos*: inert substances given to the control group in a study; *dyslexia*: language-based learning disability that generally creates difficulties in reading or spelling; *neurology*: study of the nervous system; *debilitating*: extremely weakening; *illustrative*: descriptive in a graphic way

### **Thinking Critically about Cause and Effect**

1. Readers would need to know whether the numbers of people studied (231, 221, and 117) in the three studies Kamp cited are considered representative by the scientific community. At first glance, the numbers seem insufficient for Kamp's claims. Large-scale studies that came to the same conclusions would strengthen Kamp's claims.
2. A *magic bullet* is something that quickly "kills" a disease or a problem without having any negative side effects.

3. Although Gesch is speaking from an educated perspective, this claim is opinion. It could be considered a hypothesis for a future, large-scale study and would need to be tested in order to see whether it can be called a fact.
4. Kamp might hope that dietary recommendations get changed at the federal level or at least in schools and prisons.

### Responding to the Reading

Answers will vary.

### Dining in the Dark, Charles Spence and Betina Piqueras-Fizman

#### Examining the Reading

1. Rudolf initially developed the concept so that people could experience the world as the blind do.
2. The food is served bite sized and boneless and with a limited choice (para. 3), and the names of dishes are imaginative rather than descriptive (4).
3. The authors conclude that seeing one's food is ("visual cues" are) essential to enjoying a meal but that dining in the dark is still a worthwhile thing to do because the "constant unexpectedness" is interesting.

#### Analyzing the Writer's Technique

1. The authors' thesis is their first sentence in the "Conclusions" section.
2. Reference to sources makes the essay's tone scientific and didactic; without the sources, the essay would sound more sensational and less believable.
3. *Empathic*: able to share the feelings of another; *counterintuitive*: against common sense; *hedonic*: relating to pleasure; *olfactory*: relating to the sense of smell; *gustatory*: relating to the sense of taste.

#### Visualizing the Reading

Causes	Effects
Cause 1	We underestimate how much we have eaten.
Cause 2	We find it difficult to distinguish one flavor from another (paras. 3 and 4)
Cause 3	The experience becomes more important than whether the meal is good (6–7)
Cause 4	Other senses become heightened (9–12)
Cause 5	We are less likely to find food acceptable or to try new foods (14–15)
Cause 6	We become confused as to what we are actually eating (16).

#### Thinking Critically about Cause and Effect

1. The authors frame their analysis with questions that they then address, referring to studies, and their claims are qualified by clauses such as "it seems" and "we would like to suggest that." Thus, they appear to be objective and fair.
2. Students could look up each source cited to see how it has been received by experts in the field. Internet searches can usually turn up counterarguments quite quickly. Students could also check the currency of the studies, the credentials of the authors, and the authority of the publisher.
3. This essay was written for the *Psychologist*; the primary audience therefore is the membership of the British Psychological Society, primarily people who work in the field of psychology but not

necessarily people with the same kind of expertise as the authors. Since this is an online journal, the broader readership would include anyone interested in psychology. As a result, the overall tone is informal while still using vocabulary and concepts that would be familiar to their readers and would not need to be defined.

4. Some expressions serve to make the tone informal, such as “tucking in” (para. 1) “the likes of” and “Nowadays” (2), and “fits right in” (6); others, such as “presentational aspects” (3), “store atmospherics” (5), and “hedonic expectations” (10) are quite formal. Because the authors blend informal and formal phrases, the overall tone is inviting while still sounding authoritative

### **Responding to the Reading**

Answers will vary.

### **Synthesizing Ideas**

#### **Analyzing the Readings**

1. The essay “How Labels . . . ” approaches the topic in general, and its approach has the advantage of looking at the big picture and providing commentary that describes common experience; the essay “Right Place . . . ” provides an individual’s experience. The latter essay has the advantage of letting the reader empathize with the individual and would be more accessible to a casual reader than the first article.

2. Answers will vary.