CONTENTS

USING THIS TEXT: AN OVERVIEW

CHAPTERS 1 AND 2

SYLLABUS 1

SYLLABUS 2

GEOGRAPHIC INDEX

PRONUNCIATION GUIDE

USING VISUALS

CHAPTER 3 NARRATION
Frederick Douglass
Garrison Keillor
Melissa Algranati
Immaculée Ilibagiza
Lisa Beyer et al.
Temple Grandin

CHAPTER 4 DESCRIPTION
Tepilit Ole Saitoti
Gordon Parks
Pico Iyer
N. Scott Momaday
Mireya Mayor

CHAPTER 5 EXEMPLIFICATION
Judith Ortiz Cofer
Jay Nordlinger
José Antonio Burciaga
Vivienne Walt and Amanda Bower
Serena Nanda

CHAPTER 6 COMPARISON AND CONTRAST
Suzanne Britt
John McMurtry
William Bryant Logan
Stephen Chapman
Piers Hernu

CHAPTER 7 PROCESS ANALYSIS
Jessica Mitford
Ethel G. Hofman
Kurt Vonnegut, Jr.
Firoozeh Dumas
Harold Miner

CHAPTER 8 CLASSIFICATION AND DIVISION

Solutions Manual for Patterns Across Cultures 2nd Edition by Hirschberg
Full Download: http://www.downloadlink.org/product/solutions-manual-for-patterns-across-cultures-2nd-edition-by-hirschberg/

Full all chapter instant download please go to Solutions Manual, Test Bank site: downloadlink.org

Amy Tan
Luis Alberto Urrea
Kyoko Mori
Kate Fox

CHAPTER 9 CAUSE AND EFFECT
C. P. Ellis
Joseph K. Skinner
Anwar F. Accawi
Vaughn M. Bryant, Jr. and Sylvia Grider
Paul Barber
Taylor Clark

CHAPTER 10 DEFINITION
The Times (London)
Lydia Minatoya
Simone de Beauvoir
Elizabeth W. Fernea and Robert A. Fernea
Kama Maclean
Bill Geist

CHAPTER 11 PROBLEM SOLVING
Austin Bunn
Thor Heyerdahl
David R. Counts
Dalai Lama
Luis Sepúlveda
Robert Frost

CHAPTER 12 ARGUMENT
John Humphrys
Martin Luther King, Jr.
Mark Twain
Michael Levin
Gary Younge
Zuhal Yeşilyurt Gündüz

CHAPTER 13 USING COMBINED PATTERNS
Elizabeth Kolbert
Margaret Sanger
Jonathan Swift
Peter Van Buren

CHAPTERS 1 AND 2

Critical Reading, Writing, and Research

The first two chapters (chapters 1 and 2) of Patterns Across Cultures/2 introduce students to basic strategies of critical thinking, reading, writing and procedures for using and documenting sources.

The outline for each of these chapters follows, along with a concise overview of the contents.

Chapter 1: Critical Thinking, Reading and Writing

What Is Reading Critically?
The Process of Reading Critically
- Preview the Text
- Reading the Text Critically
  - Octavio Paz's "Fiesta"
- Analyzing What You Read

What Is Writing Critically?
The Process of Writing Critically
- Prewriting and Planning
- Drafting
- Revising
- Proofreading
- Formatting
- Student Essay: Joanna Richmond "My Cousin's Wedding"

Words Create Images, Images Convey Ideas
- Cultural Meanings in Images

Chapter 2: Finding, Using and Documenting Sources

Limiting a Topic
Using Print Sources
- Your Library's Online Catalog
- Locating Relevant Reference Works
- Useful General Reference Works
- Other Print Resources
- Evaluating Print Sources
- Data Base Indexes

Using Internet Sources
- Search Directories and Indexes to Locate Information
- Searching with Key Words
- Creating a Log of Internet Sources

Developing a Thesis Statement
Note-taking Procedures
- Summarizing
- Quoting
- Paraphrasing
- Synthesizing

Plagiarism: The Dangers of Undocumented Sources
Using the MLA Style (7th Edition) to Document Your Sources
- Guidelines for MLA Entries

Periodicals: Journals, Magazines and Newspapers
Electronic Sources
Citing Online Sources
Additional Nonprint Sources
A Brief Note on the APA Style of Intext Citation
Student Research Paper in MLA Style: Jenna Bellini "The Hook-Up Culture"

Chapter 1 provides detailed instructions on careful critical reading, with an extended example of annotating a text, keeping a journal, and analyzing what you read to understand the meaning, technique, and the author's use of language.

The second half of this chapter then gives step-by-step instructions on the writing process, including prewriting and planning strategies, invention techniques, and an overview of the rhetorical patterns, an emphasis on identifying the thesis, outlining, drafting, tips for revising and editing, including on a computer. This section also includes the stages of a student's response to an assignment generated by Paz's essay from an initial outline through the final draft (this draft is annotated to emphasize its organization and use of rhetorical patterns).

Chapter 2 "Finding, Using and Documenting Sources" encompasses all the skills students must acquire to become comfortable working with print and Internet sources and shows them how to go about documenting sources in the latest MLA style. A student research paper which has been annotated can serve as a model.

The material in these two chapters can be adapted to meet your needs. It can serve as a primary text for teaching students who have little or no experience with methods of critical reading and writing, or with research methods and documentation. Or, you may wish to select specific sections, skills, or topics (invention strategies, paraphrasing, plagiarism) for intensive class discussion and ask students to read other sections by themselves.

You may notice that the headnotes for all the authors also contain small maps of countries and regions where they work and reside. These maps can be used to enable students to place the readings within a geographical context.

The Patterns

Chapter 3 Narration: Telling Stories of Culture and Customs

We begin with narration because the idea of writing about the stories told by others is an inviting way to introduce

the rhetorical patterns. The essays by Douglass, Algranati, and Grandin tell stories based on the authors' unique life experiences and illustrate the art of writing effective narratives. Douglass and Grandin blend personal experience with the knowledge they acquired in their efforts to succeed. The essays by Douglass and Algranati about what it meant to be marginalized in America can be linked for class discussion and writing assignments. This chapter also includes a student essay which we have annotated to highlight its structure and use of narration.

Chapter 4 Description: Showing Details of People, Places, and Things

Many instructors prefer to begin their courses with description instead of narration because some students may feel shy about writing in the first person. On the other hand, descriptive writing can be as lively, engaging, and entertaining as narratives when practiced by such writers as Saitoti, Parks, and Momaday. Momaday and Iyer describe places in ways that involve the senses and Saitoti, Parks and Momaday offer memorable word portraits of important people. These and other essays include "thematic links" writing suggestions that make these connections explicit. Note that this chapter includes an annotated student essay using description and a real-life situation "writing a personal ad."

Chapter 5 Exemplification: Discovering Culture through Examples

The essays in this chapter use multiple examples to make abstract ideas concrete to illustrate and clarify generalizations, and to offer dramatic vignettes and case histories to support the authors' assertions.

Nanda and Cofer's essays deal with a similar theme of how one is perceived, but use different kinds of examples to illustrate their analyses. Nordlinger's personal account can raise interesting discussions on the relationship between assimilating into a foreign culture and language.

Cofer and Nordlinger's essays might be juxtaposed as comparative cultural analyses. This chapter may be a good point at which to begin discussion about the ways in which giving an example is one of a number of effective strategies for providing evidence to support a claim. Examples are useful in grounding generalizations but students should also know that the testimony of experts, statistics, and a well-constructed chain of reasoning may supplement examples. This chapter also contains a real-life application of exemplification in the form of a job application letter. An accompanying resume can be found in the real-life application in Chapter 8

(Classification and Division). An annotated student essay using exemplification can serve as a realistic model for the class to study.

Chapter 6 Comparison and Contrast: Exploring Similarities and Differences Across Cultures

The rhetorical pattern of comparison and contrast is very familiar to many students because this is the format of questions that they frequently have encountered in examinations. To introduce this method, Britt's essay is a lighthearted comparison between fat and thin people that contains many perceptive insights. The not quite serious, although genuinely perceptive essays by McMurtry and Logan use the comparative method to argue for the resemblances of football and war on one hand, and the self-evident superiority of oaks over the Eiffel Tower. The thoughtful essays by Chapman and Hernu use comparison to dramatize the extremes of prison life in Norway and Western prisons or being publicly flogged in Middle Eastern countries. This chapter also includes an annotated student essay employing comparison and contrast that can help students understand how this pattern can be put into practice.

Chapter 7 Process Analysis: Cultural Rituals

This chapter offers a wide spectrum of process analyses from the instructions in Vonnegut's essay to the explanatory analyses of how things work in essays by Mitford and Miner. Midway between giving directions and offering information on how something works is Hofman's essay on holding a Passover Seder. The idea of analyzing a process by dividing a whole into separate parts offers an easy way to introduce the concept of division taken up in Chapter 8. We continue to provide an annotated student paper, this time using an informational process analysis, to make this pattern easier to understand.

Chapter 8 Classification and Division: Categorizing and Analyzing Cultural Features

This chapter takes up the traditional and somewhat confusing pairing of classification and division. Students will have an easier time if they keep in mind that classification sorts multiple items and division takes one item or subject and breaks it into its component parts. This is an important distinction since some discussions tend to identify division as a skill automatically involved in classification. Those selections that most clearly treat a single whole subject and divide it into parts include Mori's essay that splits the subject of politeness in Japan into superior and inferior positions of social rank. This work requires analysis on the part of students that differ from essays whose principle

rhetorical pattern is classification. These include essays by Tan, Urrea, and Fox. The three selections by Tan, Urrea, and Mori all address a common theme of language and cultural identity and can be assigned as a self-sufficent unit. This chapter also includes a real-life application of classification in the form of a resume. The accompanying job application can be found in Chapter 5 (exemplification). This chapter also includes an annotated student essay using classification and division to make it easier to understand the benefits of this pattern.

Chapter 9 Cause and Effect: Exploring Causal Connections in Societies and Cultures

Discussing cause and effect often provides some of the most thought-provoking responses since many students genuinely enjoy understanding why things happen. This chapter provides an ideal point of entry for a look at common logical fallacies that are identified and illustrated in Chapter 12 (Argument). The essays by Barber and Bryant and Grider can be paired since both explore the origins of mysterious myths and legends. Another pairing between Skinner and Clark applies causal investigation to social problems in various cultures. The selections by Ellis and Accawi look at how past events shape the present, in one case, and how the future reaches back to change the present. These essays show students that cause and effect is most dramatically evident in unique events. An annotated student essay calls attention to how this type of analysis can be used to examine issues in society.

Chapter 10 Definition: Identifying Meanings in Different Cultures

We place definition here as the logical point to consolidate the preceding patterns any or all of which can be used to create a definition. Some of the essays such as the ones by Burciaga, the Ferneas and The Times of London go beyond short definitions of the kind found in dictionaries to provide stipulative definitions that set down the meaning of a term in a few paragraphs. Other essays by Minatoya, de Beauvoir, Geist, and Maclean include these steps but extend the definition over the course of the entire essay. Selections that work well together include de Beauvoir's and the Ferneas essays that demonstrate how the meaning of the wife and of women in Middle Eastern societies has changed over the years. The student essay has been annotated to highlight the different patterns that can be used in creating an extended definition essay.

Chapter 11 Problem Solving: Resolving Cultural Dilemmas

We have always felt the need for a way for students to apply critical thinking skills in the context of learning about the rhetorical patterns. We have endeavored in this chapter to offer a possible model. The sequence of steps involved in problem solving are quite common in business, management, and in research proposals. We include a range of essays whose strengths illustrate different phases of this process. The essays by Heyerdahl and Sepulveda show how problem solvers recognize and define the nature of a problem. Those by Bunn and Counts illustrate the use of different strategies that problem solvers use to search for a solution. An essay by the Dalai Lama and a poem by Robert Frost show the important role creativity plays in being able to look at a problem by changing one's psychological perspective. This chapter includes a real-life application of problem solving in the form of a complaint letter. An annotated student essay demonstrates how a problem solving format can be used to examine the history of a problem and assess different solutions.

Chapter 12 Argument: Taking a Stand on Issues

Introducing students to the process of stating opinions and supporting them with evidence is more sophisticated than any of the preceding patterns. Therefore, the introduction to argument is more comprehensive and more detailed than the others. We cover the key elements of an argument, explain inductive and deductive reasoning, along with common logical fallacies, and have a brief overview of the Toulmin method (claim, evidence, warrant), and discuss basic structures for writing effective argumentative essays. The chapter selections begin with a critique of texting by Humphrys, a classic piece by King, and a scathing diatribe by Twain. We then present Levin's assessment of the use of torture, then Younge's findings on anti-Muslin sentiments in Europe and Gunduz's impassioned analysis of how water has become commodity. We include an annotated student paper that can serve as a realistic model of argument and a real-life application of "writing a thank you letter after an interview."

Chapter 13 Using Combined Patterns

The preceding chapters each concentrate on a particular rhetorical strategy and in this chapter students come to understand that various patterns are often used together in one essay. The four essays in this chapter all use multiple patterns (the essay by Kolbert has been annotated to highlight the various patterns she uses). It is important that students encounter essays that use patterns in different combinations according to the purpose of the writer at that point in the essay (narrating at one point, comparing at another, analyzing a causal relationshp, defining a term, and offering examples to back up

generalizations). Under the Technique section in the end-of-selection questions, we have included lists of queries students can use to appreciate the flexibility that using combined patterns provide. The selections are diverse in theme, subject, tone, and style ranging from Swift's ironic ploy to spark controversy, and Kolbert's on-the-spot report of an ecological crisis, to the personal accounts by Sanger and Van Buren. If you wish, you can assign the essays by Swift and Sanger together as complementary views on population control.

SAMPLE SYLLABUS 1 English Composition

Text: Patterns Across Cultures/2nd Edition
(referred to as PAC/2)
Handbook of your choice

Course Objectives:

To enhance students' reading skills
To develop students' ability to write expository essays
To help students' think critically and enlarge their knowledge of writing strategies (including problem solving and argument)
Preparing students' for writing in college and later in their careers
Greater awareness of the rhetorical patterns and their use in developing ideas and providing structure for writing essays
Familiarity with the writing process throughout the stages of prewriting, creating a thesis statement, drafting, revising, editing, proofreading
Experience in finding and using sources and incorporating the results of research into a paper along with correct documentation and citation of sources
Becoming familiar with library tools for research and evalutating information from the Internet
Appreciating elements of effective style, tone, syntax, diction, word choice

For a twelve-thirteen week course for freshman in English composition a sample syllabus follows:

Week 1
Introduction to the course and overview of syllabus
Assignment of the first paper
In-class diagnostic essay with a topic announced in class
PAC/2 Chapter 1 - The process of reading critically
[optional quiz on the content as short answer questions to reading critically]

Week 2
Collect rough drafts of paper one that is due
PAC/2 Chapter 1 - The process of writing critically
The assignment from Handbook on creating effective paragraphs [optional quiz on the content as short answer questions to writing critically]
PAC/2 Chapter 1 - continue discussion of drafting and revising
Introduce PAC/2 Chapter 3 **(Narration)** + visuals [optional quiz as short answer questions to narration]

Week 3
PAC/2 - assign one out of class essay using **narration** (optional quiz)

Begin conferences with students to discuss their narration paper
PAC/2 - Chapter 4 **Description** + visuals [optional quiz]
Read description chapter and assign second out of class paper on **description**
* narration and description can be combined

Week 4
Collect final draft of paper one on **narration**
Peer critique and proofreading workshop (bring three copies of essay to class)
PAC/2 - **Description** essays [optional quiz or in-class essay and optional journal collection with entries on readings]
PAC/2 - Assign **Exemplification** Chapter 5 + visual [optional quiz or in-class essay]
Assign out of class paper three on **exemplification**

Week 5
Collect final draft of paper two on description
PAC/2 - **Exemplification** essays + visuals [optional quiz]
Continue student conferences
PAC/2 - **Comparison and Contrast** essays + visuals [optional quiz and grammar tip review]
Assign out of class paper four on **comparison and contrast**

Week 6
Collect final draft of paper three on **exemplification**
PAC/2 - **comparison and contrast** essays
PAC/2 - assign one essay from **comparison and contrast** [optional quiz]
[optional journal collection]
PAC/2 - **Process analysis** essays + visuals [optional quiz or in-class essay or grammar tip review]
Assign out of class paper five on **process analysis**

Week 7
Collect final draft of paper four on **comparison and contrast**
[handbook and/or grammar tip review]
PAC/2 - **Process analysis** essays [optional quiz or in-class essay or grammar tip review]
PAC2- **Classification** essays + visuals [optional quiz or grammar tip review] [optional journal collection]
Assign out of class paper six on **classification**

Week 8
Collect final draft of paper five on **process analysis**
PAC/2 - **Classification** essays [optional quiz or in-class essay or grammar tip review]
Continue student conferences and peer review workshops (bring three copies of essay to class)
PAC/2 - **Cause and effect** essays + visuals [optional quiz or in-class essay or grammar tip review]

Assign out of class paper seven on **cause and effect**

Week 9
Collect final draft of paper six on **classification**
PAC/2 - continue **cause and effect** essays [optional quiz or in-class essay or grammar tip review]
PAC/2 - **definition** + visuals [optional quiz or in-class essay or grammar tip review]
Assign out of class paper eight on **definition**

Week 10
Collect final draft of paper seven on **cause and effect**
PAC/2 - Chapter 2 and meet in the Library for orientation
PAC/2 - **definition** essays + visuals [optional quiz or in-class essay or grammer tip review and optional journal collection].
PAC/2 - **Problem solving** + visuals [optional quiz or in-class essay or grammar tip review]
Assign out of class paper nine on **problem solving and/or research paper**

Week 11
Collect final draft of paper eight **definition**
Continue on **problem solving essays** [optional quiz or in-class essay or grammar tip review]
PAC/2 - **argument** + visuals [optional quiz or in-class essay or grammar tip review]
Assign out of class paper ten on **argument and/or research paper**

Week 12
PAC/2 assign one essay from **argument**
[optional quiz or in-class essay or grammar tip review]
Continue student conferences

Week 13
Collect final draft of paper ten on **argument or research paper** (accompanied by rough drafts, portfolio of journal entries and note cards)

Final Exam

SAMPLE SYLLABUS 2 FOR PATTERNS ACROSS CULTURES/2

Text: Patterns Across Cultures (referred to as PAC/2)
Handbook of your Choice
Looseleaf binder with punched pages for required journal (to record responses to readings and answers to the end-of-selection questions on each reading)

Course Objectives:

To enhance students' reading skills
To develop students' ability to write expository essays
To help students' think critically and enlarge their knowledge of writing strategies (including problem solving and argument)
Preparing students' for writing in college and later in their careers
Greater awareness of the rhetorical patterns and their use in developing ideas and providing structure for writing essays
Familiarity with the writing process throughout the stages of prewriting, creating a thesis statement, drafting, revising, editing, proofreading
Experience in finding and using sources and incorporating the results of research into a paper along with correct documentation and citation of sources
Becoming familiar with library tools for research and evaluating information from the Internet
Appreciating elements of effective style, tone, syntax, diction, word choice

For a twelve week course for freshman in English composition a sample syllabus follows:

Week 1
In class diagnostic essay with a topic to be announced in class.
Assign and discuss Chapter 1 "Critical Thinking, Reading and Writing" with special attention to finding a thesis, organization of the essay and supporting evidence
Using your reading journal to record your responses to the readings and answers to the end-of-selection questions
Frederick Douglass "Learning to Read and Write"
Assignment: Identify and restate the thesis and locate supporting evidence

Week 2
Melissa Algranati - "Being an Other"
Temple Grandin - "Thinking in Pictures"
Essay Assignment #1 - Writing a narrative about a key moment or event in your life

Week 3
N. Scott Momaday - "The Way to Rainy Mountain"

Gordon Parks - "Flavio's Home"
Mireya Mayor - "Pink Boots and a Machete"
Essay Assignment #2 - Writing a descriptive essay about a person, place or thing

Week 4
Ethel G. Hofman "An Island Passover"
Kurt Vonnegut, Jr. "How to Write with Style"
Collect Journals
Harold Miner - "Body Ritual among the Nacirema"
Essay Assignment #3 - Writing a process analysis essay either explaining how something works or giving instructions on how to do something

Week 5
Jay Nordlinger - "Bassawkwards: Construction Spanish and Other Signs of the Times"
Stephen Chapman - "The Prisoner's Dilemma"
Assign and discuss Chapter 2 - "Finding, Using and Documenting Sources" with an optional trip to the library for orientation

Week 6
Kate Fox - "Watching the English: Moaning and Complaining Rules"
Anwar F. Accawi - "The Telephone"
Simone de Beauvoir "The Married Woman"
Essay Assignment #4 - Choose a year you believe to be significant such as the year you were born and write an essay of 1200 words using one of the remaining rhetorical patterns (exemplification, comparison and contrast, definition, classification and division, cause and effect, problem solving) to analyze the important events of that year, how and why things have changed, the trends and fads that were popular and how they are different now, or the way a problem first became noticed and has been addressed since then. The paper should include a minimum of three references at least one of which should be a print source as well as Internet sources. This should be in the MLA style of documentation.

Week 7
David R. Counts "Too Many Bananas"
Luis Sepulveda "Daisy"

Week 8
Introduce Argumentation and Logic as Topics
John Humphrys - "I H8 TXT MSGS: How Texting is Wrecking our Language"
Journals due with work done since first collection
Gary Younge - "In Europe, Where's the Hate?"
Zuhal Yesilyurt Gunduz - "Water--On Women's Burdens, Humans' Rights, and Companies Profits"
Essay Assignment #5 - analyze and refute an argument in

this text or a current controversy

Week 9
Mark Twain - "The Lowest Animal"
Michael Levin - "The Case for Torture"

Week 10
Margaret Sanger - "The Turbid Ebb and Flow of Misery"
Jonathan Swift - "A Modest Proposal"
Essay Assignment #6 Using Combined Patterns to solve a problem

Week 11
Collect journals and review for final exam

Week 12
Final Exams

GEOGRAPHICAL INDEX

Authors are listed alphabetically under countries.

Africa
Kenya - Ole Tepilit Saitoti
Madagascar - Miraya Mayor
Rwanda - Immaculée Ilibagiza

Asia
China - Taylor Clark
India - Kama Maclean
Serena Nanda

Japan - Kyoko Mori
Pakistan - Stephan Chapman
Tibet - Dalai Lama

Australasia
New Guinea - David R. Counts

Europe
England - Kate Fox
John Humphrys
Times of London
France - Simone de Beauvoir
William Bryan Logan
Vivienne Walt and Amanda Bower
Ireland - Jonathan Swift
Italy - Gary Younge
Norway - Piers Hernu
Thor Heyderdahl
Scotland - Ethel G. Hofman
Serbia/Romania - Paul Barber
Turkey - Zuhal Yeşilyurt Gündüz

The Middle East
Iran - Firoozeh Dumas
Iraq - Peter Van Buren
Lebanon - Anwar F. Accawi
Saudi Arabia - Elizabeth W. and Robert A. Fernea
Afganistan - Lisa Beyer et al.

North America
Arctic/Alaska - Elizabeth Kolbert
Canada - John McMurtry
Mexico - José Antonio Burciaga
Octavio Paz

United States - Suzanne Britt
Vaughn M. Bryant, Jr. and Sylvia Grider
Austin Bunn
Frederick Douglass
C. P. Ellis

Robert Frost
Bill Geist
Temple Grandin
Garrison Keillor
Martin Luther King, Jr.
Michael Levin
Harold Miner
Jessica Mitford
Jay Nordlinger
Margaret Sanger
Joseph K. Skinner
Mark Twain
Kurt Vonnegut, Jr.

China/U.S.- Amy Tan
Kiowa - N. Scott Momaday
Japan/U.S. - Lydia Minatoya
Mexico/U.S. - Luis Alberto Urrea
Puerto Rico/U.S. - Melissa Algranati
Judith Ortiz Cofer

South America
Brazil - Gordon Parks
Chile - Luis Sepúlveda

West Indies
Cuba - Pico Iyer

Pronunciation Guide

Names of authors in order of the chapters.

The names of some of the authors will sound unfamiliar so we have provided a phonetic key for them shown in parentheses.

A heavy accent is placed after a syllable with a primary accent or stress.

Immaculée Ilibagiza (im mák yoo lee il la ba gáy zah)

Tepilit Ole Saitoti (tép lit óh lay sigh tóe tee)

Mireya Mayor (mer á ah mai yór)

José Antonio Burciaga (ho záy anne tóne ee oh burr sea ág ah)

Firoozeh Dumas (fur róo zhe doo más)

Luis Alberto Urrea (loo éé al beár toe oo ráy ah)

Anwar F. Accawi (ánne war eff us sów we)

Simone de Beauvoir (si móan duh bo vwar)

Luis Sepúlveda (loo éé sep úll vey dah)

Zuhal Yesilyurt Gündüz (zóo hall yes ill yert gühn does)

USING VISUALS

In Patterns Across Cultures/2nd Edition, there are four black and white images accompanying the selections and 24 color images divided into three sections. These allow instructors to add a visual dimension of instruction and interpretation to writing classes. We have provided sections in Chapter One "Cultural Meanings and Images" and "Evaluating an Image in Context" that offer instruction on thinking critically about images in much the same way as students are taught to do with texts. Each image is accompanied by a prompt designed to elicit a student response and to bring into play the rhetorical principles discussed in Chapters 3-13.

Evaluating Images

In Chapter 1 "Critical Thinking, Reading and Writing" students will find a step-by-step approach to understanding and evaluating visual images. This takes them through the important design elements to notice (balance, static and dynamic, proportion, contrast) and suggests how to understand the visual image in terms of the objectives of the rhetorical patterns. This approach may require some guidance so that they learn to look at images as critically as they would written texts that incorporate patterns as organizational strategies. Teachers may wish to open up discussions of images to the entire class to generate a variety of responses. But, ultimately, students will need to be able to critically evaluate the purpose of the image and how successful it is in achieving that objective.

Color Images Divided into Inserts (A, B, C)

These images are cross-referenced on the first page of the selection to which the image is connected.

The visual representation of rhetorical objectives works as follows:

Insert A

Chapter 1 The image of feast day fireworks at San Miguel de Allende captures the qualities of the Mexican fiesta as described by Octavio Paz.

The Indian administered Kashmir reunion image tells a story of a Pakistani man who has crossed over to the Indian governed side of Kashmir and is being hugged by an older woman.

The Family Circus cartoon suggests the different ways books allow readers to enter different worlds.

Ch.3: Narration
The image of a State Fair captures the atmosphere described by Garrison Keillor.

The picture of a woman wearing a red hijab presents a different perspective from Lisa Beyer's report.

Ch.4: Description
This picture of three Maasai warriors illustrates Tepilit Ole Saitoti's description.

A photograph of favelas in Rio suggest their impact on the city as described by Gordon Parks.

This picture of a girl celebrating her quinceanera (15th Birthday) in Havana demonstrates an aspect of Cuban life described by Pico Iyer.

Insert B

Ch.4: Description

A picture of Mireya Mayor holding a mouse lemur in her hand conveys the excitment of her discovery in Madagascar.

Ch.6: Comparison and Contrast

A movie still for the 2004 film Jarhead of a recognizable sport ironically contrasted with soldiers dressed in combat gear in the desert powerfully illustrates McMurtry's thesis.

A picture of the Eiffel Tower illustrates William Bryan Logan's comparison with the oak tree.

A photo of sunlight coming through oak trees of Oaklawn Plantation in Natchitoches, Louisiana, aptly captures the favored half of William Bryan Logan's comparison and contrast.

A photo of a prisoner sunbathing in front of his cottage at Bastoy prison illustrates Norway's different approach to rehabilitation as discussed by Piers Hernu.

Ch.7: Process Analysis

A snapshot of a Passover seder provides a memorable moment at the end of the process of creating this ritual celebration explained by Ethel G. Hofman.

A photo of Kurt Vonnegut, Jr. illustrates aspects of his personality that emerged in his essay.

Ch.9: Cause and Effect

A photo of Ku Klux Klan members burning a cross dramatizes C.P.Ellis's essay.

Insert C

Ch.9: Cause and Effect

The image of a couple kissing under the mistletoe proposes a cause for the action analyzed by Vaughn M. Bryant, Jr. and Sylvia Grider.

A photo of the stars of the Twilight films differs from the historical facts presented by Paul Barber.

Ch.10: Definition

A photograph of a young Afghan woman showing her face in public after five years of strict Taliban rule in 2001 probes the meaning of the term purdah or veiling as defined by Elizabeth W. Fernea and Robert A.Fernea.

A picture of the pilgrims bathing during the Kumbh Mela illustrates Kama Maclean's analysis.

Ch.11: Problem Solving

This photo of Thor Heyerdahl's vessel illustrates the unusual nature of his journey he describes.

A picture of a catamaran made from 11,000 recycled plastic bottles and named the "Plastiki" after Heyerdahl's Kon Tiki highlights the problem of ocean pollution discussed by Heyerdahl.

The picture of the Dalai Lama conducting the Kalachakra initiation in front of his followers suggests the moral authority he brings to the solution of religious problems.

Ch.12: Argument

A photo of teenage girl texting illustrates the popularity of this form of communication discussed by John Humphrys.

These images can be used in a variety of different ways. The prompt each image includes in the form of a question can spark class discussions or journal writing assignments for further exploration.

Black and White Images that Accompany Selections

Four black and white images accompany the selections in Patterns Across Cultures/2nd edition. Each image has been selected to amplify the meaning of the text it accompanies. The combination of the text and image illuminates the meaning of both.

Chapter 3 - A cartoon by Hilary B. Price dramatizes the difference between the subjunctive and the imperative form of verb tenses by contrasting the automatic response of dogs with the thoughtful and considered response of cats.

Chapter 9 - This film still of Bela Lugosi publicizing the 1931 Univeral Studios film Dracula exemplifies the aristocratic Hollywood version of the vampire that Paul Barber deconstructs in his article. Students might wish to know that Lugosi was buried in this cape in 1956.

Chapter 13 - A cartoon by Steve Britt spoofs the reluctance by some scientists and politicians to accept the nearly universal premise that global warming is a fact caused in large part by human activity as analyzed by Elizabeth Kolbert.

Chapter 13 - This vintage photograph of the birth control advocate, Margaret Sanger, having her mouth covered to protest not being allowed to talk about this subject in Boston brings a moment in history to life.

CHAPTER 3: NARRATION

Frederick Douglass Learning to Read and Write

Approaching Douglass's Essay

Douglass's narrative should prove accessible to most students. Douglass was born on a plantation in Maryland and fled slavery at the age of twenty-one. By the time he escaped, however, he was all too aware that although he could flee the physical chains, the invisible shackles imposed by the institution of slavery could be even more difficult to break. Although the cultural barriers inherent in slavery blocked Douglass from becoming literate when the mistress of the household initially wanted him to, his determination to learn to read and write led him to discover ingenious ways to do so. This essay raises the question of how learning can take place, since he learned without the aid of a teacher. Once he began to learn, however, he realized that to continue he would need teachers of some kind, so he sought out white boys who were young, poor, and hungry, and who would, therefore, serve as his teachers as long as he gave them food. It was a method that worked. Perhaps his greatest lesson was that he did indeed have the ability to learn; that knowledge was his first step toward both physical and intellectual freedom. By the time he was thirty, he had become the preeminent African-American spokesperson on behalf of the abolition of slavery in the United States. Some of the points to emphasize in this narrative are that Douglass is not unsympathetic towards his new mistress, who as a Northerner has no real concept of what it means to own slaves. It is her tragedy as well as his own predicament that best illustrates the blight that slavery was on society.

Meaning

1. The obstacles that stood in Douglass's way stem from his condition as a slave whose owners were fearful that if he learned to read and write he would begin to think independently and perhaps even try to escape. Douglass knew that he was physically able to try to escape, but knew that he would need to become literate to carry out his plan and to read books for the chance they offered him to become intellectually free.

2. At first the mistress of the household, Mrs. Auld, was a compassionate person who fed the poor and offered charity to the needy. But, when she even saw Douglass with a newspaper, she snatched it from him and revealed her apprehension that he would try to become educated.

3. When Douglass at the age of twelve came across a copy

of a book written by Caleb Bingham he found in it throught-provoking extracts, including a dialogue between a master and his slave and a speech on behalf of Catholic Emancipation. These documents encouraged him to see his true condition as a slave and to yearn for freedom.

4. Douglass noticed that ship's carpenters marked the timber according to its intended use and memorized the letters that indicated locations on the ship. After copying them, he could reproduce them and understand them. He then entered into contests with local boys as to how many letters they knew and in this way learned how to write. After this he retraced the lessons that the young boy of the household was learning in school and mastered both reading and handwriting. His motives were to raise himself to a higher level so that he would be able to free himself.

Technique

1. Douglass first had to make sure that his efforts to learn to read and write were undetected. He then carried bread with him to give to poor white children in return for "that more valuable bread of knowledge" (para.4), that is, knowledge of the alphabet. His encounter with Bingham's book was the next most decisive event as was his conversation with two Irish longshoremen on the subject of slavery. Lastly, his ingenuity in the shipyards and copying over the schoolwork of "little master Thomas" (para.8) were key episodes in his quest.

2. From the very beginning, Douglass wished to learn to write in order to forge a transit pass for himself. And, eventually he could write with a handwriting similar to that of the family who owned him (para.7).

3. Clues as to the pervasiveness of slavery are numerous beginning with its ill effects on Sophia Auld and Douglass's feeling of envy for his fellow slaves who did not even have any thoughts of free themselves. He had to be careful in revealing his true feelings as with his conversation with the Irish dock workers since he feared they might be encouraging him escape only so that they could capture him and return him for a reward. These and other details suggest how ingrained slavery was throughout society at the time.

4. Douglass's description of Mrs. Auld is sympathetic and portrays someone who is not intrinsically sadistic but has been corrupted by the system. Douglass's descriptive details include specifics (para.2) that suggest her transformation for the worse through imagery ("the tender heart became stone" para.2).

Language

1. Douglass had heard the term abolition used in discussions about slaves who had committed crimes as a result of being inspired by this concept. Douglass dared not ask anyone what it meant but learned from a newspaper about social movements for the abolition of slavery in the District of Columbia (para.7).

2. Douglass learned that "l" meant larboard, that "s" meant starboard, that "f" meant forward, and that "a" meant aft. After copying these letters he could recognize them and knew what they meant.

3. "Depravity" is the state of being corrupt or degenerate; "emancipation" is an act of being freed from bondage; "loathed" means to feel aversion for; "wretched" is pitiable, miserable; and "abolition" is the termination or ending of slavery in the United States.

Additional Activities

1. Douglass structures his narrative by identifying important milestones in his struggle to learn to read and write. Students might be asked to list important stages or milestones in their own education. Choose one of these stages, free-write for fifteen minutes, and expand the time period it refers to by describing the associations, events, and feelings that made it such a significant step.

2. Ask students to explore similarities between situations in which someone in authority wielded power over them in ways that were comparable to Douglass's situation in that it required them to devise ingenious methods to get what they wanted from those in power.

3. For further reading: The Narrative of the Life of Frederick Douglass: An American Slave Written by Himself. Edited by Benjamin Quarles; (c) 1960 by the President and Fellows of Harvard College; and Critical Essays on Frederick Douglass. Edited by William L. Andrews, Hall, Boston, 1991.

Solutions Manual for Pictures in Current Culture 2nd Edition by Hirschberg
Full Download: http://www.testbanklive.com/download/pictures-in-current-culture-2nd-edition-by-hirschberg/
Full all chapters instant download please go to Solutions Manual, Test Bank site: downloadlink.org