

KIRSZNER
& MANDELL



Literature

Reading, Reacting, Writing

COMPACT FIFTH EDITION

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University of the Sciences in Philadelphia

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Drexel University

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藏书章

LITERATURE

READING  REACTING  WRITING

Compact Fifth Edition

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Preface

In Alice Walker's short story "Everyday Use" (p. 310), two sisters — one rural and traditional, one urban and modern — compete for possession of two quilts that have been in their family for years. At the end of the story, the narrator's description of the quilts suggests their significance — as a link between the old and the new, between what was and what is:

One was in the Lone Star pattern. The other was Walk Around the Mountain. In both of them were scraps of dresses that Grandma Dee had worn fifty and more years ago. Bits and pieces of Grandpa Jarrell's Paisley shirts. And one teeny faded blue piece, about the size of a penny matchbox, that was from Great Grandpa Eza's uniform that he wore in the Civil War. (315)

In a sense, *Literature: Reading, Reacting, Writing* is a kind of literary quilt, one that places nontraditional works alongside classics, integrates the familiar with the unfamiliar, and invites students to see well-known works in new contexts. To convey this message, the publisher has commissioned a hand-made quilt by textile artist Greta Vaught for each edition of the book. The quilt designed for this new edition uses contemporary as well as traditional quilting techniques to reflect our own increased focus on contemporary and emerging writers as well as on writers from diverse cultures and backgrounds.

Literature: Reading, Reacting, Writing, Fifth Edition, like the previous editions, is designed to demystify the study of literature and to prepare students to explore the literary works collected here. Our goal in this edition remains what it has been from the start: to expand students' personal literary boundaries. To this end, we have fine-tuned both the reading selections and the pedagogical features that support the study of literature, acting in response to thoughtful comments from our reviewers and from our students. Having class-tested this book in our own literature classrooms, we have learned what kinds of selections and features best help our students to read, think about, understand, and write about literature in ways that make it meaningful to their lives in the twenty-first century.

Some of the elements that students and instructors have found appealing in previous editions of *Literature: Reading, Reacting, Writing* are listed below.

Balanced Selections

The stories, poems, and plays collected here represent a balance of old and new as well as a wide variety of nations and cultures and a wide range of styles.

- **An extensive selection of fiction.** The fiction selection includes not only perennial classics — "The Lottery," "A Rose for Emily," "The Cask of Amontillado" — and stories we introduced to readers in the first edition, such as David Michael Kaplan's "Doe Season" and Charles Baxter's "Gryphon," but also a number of works never previously collected in a college literature anthology, such as Mary Ladd Gavell's "The Swing."

- **A blend of contemporary and classic poetry.** The poetry section balances works by classic poets like Robert Frost, Emily Dickinson, and Langston Hughes with works by more contemporary poets.
- **A varied selection of plays.** The drama section juxtaposes selections retained from previous editions — William Shakespeare's *Hamlet*, August Wilson's *Fences*, Milcha Sanchez-Scott's *The Cuban Swimmer* — with very contemporary plays, such as Margaret Edson's *Wit*.
- **Authors represented by multiple works.** Many writers are represented in the text by more than one work, and a number of these writers have written works in more than one literary genre. A list of all such works follows the book's table of contents, giving students an opportunity to see how a particular writer explores different themes, styles, and genres.

Comprehensive Writing Coverage

To help students see writing about literature as a process of discovering and testing ideas, coverage of writing extends through eight chapters and is reinforced in numerous questions and prompts throughout.

- **A general introduction to the writing process.** Chapter 2, “Reading and Writing about Literature,” explains and illustrates the process of planning, drafting, and revising essays about literary works, concluding with an exercise asking students to evaluate and compare two different student papers that examine the same three short stories.
- **Special treatment for writing about each genre.** “Reading and Writing about Fiction” (Chapter 4), “Reading and Writing about Poetry” (Chapter 16), and “Reading and Writing about Drama” (Chapter 27) follow the writing process of students as they write about each genre: Alberto Alvaro Ríos's short story “The Secret Lion” (p. 54); Seamus Heaney's poem “Digging” (p. 560) and Robert Hayden's poem “Those Winter Sundays” (p. 560); and Susan Glaspell's one-act play *Trifles* (p. 983).
- **A new section, “Writing about Literature.”** Following the fiction, poetry, and drama sections is a new section titled “Writing about Literature.” This section features a new chapter, “Three Special Writing Assignments,” as well as three additional chapters: “Writing a Research Paper,” “Using Literary Criticism in Your Writing,” and “Writing Essay Exams about Literature.”
- **Thirteen model student papers.** Because our own experience in the classroom has shown us that students often learn most easily from models, the text includes 13 model student papers written in response to the kind of topics that are frequently assigned in introduction to literature classes. Some of these model papers are source-based, and three are shown in multiple drafts, along with annotations and commentary.
- **Casebooks for Reading, Research, and Writing.** These three casebooks — on Joyce Carol Oates, Langston Hughes, and Tennessee Williams — feature

seminal works by each writer, accompanied by literary criticism, biographical essays, and other useful and interesting materials (interviews, photographs, popular magazine articles, and so on); the casebooks also include discussion questions, writing prompts for research papers, and a list of relevant Web sites. Students can use these casebooks to supplement their reading or as source material for a research project. (A model student paper in each casebook shows students how to use sources, including Internet sources, in their writing.) By gathering research materials in a convenient, accessible format, these casebooks offer students a controlled, self-contained introduction to source-based writing as well as all the materials they need to begin a research project.

- **Checklists.** Most chapter introductions end with a checklist designed to help students measure their understanding of concepts introduced in the chapter. These checklists can also guide students as they generate, explore, focus, and organize ideas for writing about works of literature.
- **Writing suggestions with Web activities.** Imaginative suggestions for paper topics are included at the end of each chapter. A Web activity is provided in most sets to spark students' interest and generate engaged writing.

Thorough Contextual Coverage

As we have learned in our classrooms over the years, part of helping students to demystify literature is helping them to demystify the context in which the stories, poems, and plays were written. As in previous editions, we have included contextual and background materials throughout the book in various forms.

- **Cultural context notes.** A cultural context paragraph is included in each author headnote in fiction and drama, providing vital background about the social and historical climate in which the work was written.
- **Literary history appendix.** An appendix, "Literary History: From Aristotle to the Present," gives students a brief historical overview of Western literary criticism.

Other Pedagogical Features

A number of other pedagogical features occur throughout the text to prompt students to think critically about reading and to spark class discussions and energetic, thoughtful writing.

- **Chapter 1, "Understanding Literature."** This introductory chapter presents an overview of some of the most important issues surrounding the study of literature, acquainting students with traditional literary themes as well as with the concept of the literary canon. The chapter also lays the groundwork for students' independent exploration of literary texts by discussing the processes of interpreting and evaluating literary texts, placing special em-

phasis on how readers' personal experiences affect meaning. Finally, the chapter examines the role of literary criticism and considers how critics' interpretations can help students expand their literary horizons.

- **Reading and Reacting questions.** Reading and Reacting questions, including journal prompts, follow many selections throughout the text. These questions ask students to interpret and evaluate what they have read, sometimes encouraging them to make connections between the literary work being studied and other works in the text.
- **Critical Perspectives.** Most chapters open with a group of quotations by literary critics that provide a thought-provoking yet accessible introduction to a particular element of literature, such as point of view or language. In addition, Critical Perspective questions (included in most sets of Reading and Reacting questions) ask students to respond to analytical, interpretative, or evaluative comments critics have made about the work. This feature encourages students to apply their own critical thinking skills to literary criticism as well as to literature itself.
- **Related Works.** A Related Works list following the Reading and Reacting questions includes works linked (by theme, author, or genre) to the particular work under study. This feature encourages students to see connections between works by different writers, between works in different genres, or between two themes — connections they can explore in class discussion and in writing.

New to the Fifth Edition

The features described above encourage students to appreciate works that represent diverse literary subjects, styles, and perspectives and teach them to develop their own critical abilities by studying and writing about these works. In this edition, we have added new readings and new features designed to provide even more of the support and inspiration our students need to read, react to, and write about literature.

- **Twelve new stories.** Selected primarily for their appeal to today's students, the new stories include absorbing works by Bessie Head, Raymond Carver, Chinua Achebe, Gish Jen, Richard Russo, Andrea Barrett, Toni Cade Bambara, and others.
- **A large number of new poems.** The poetry section has been greatly expanded and now includes many celebrated contemporary voices. Among the many poets new to this edition are Billy Collins, Wislawa Szymborska, Deborah Garrison, Robert Pinsky, Chitra Divakaruni, Sherod Santos, Mona Van Duyn, Martín Espada, Czeslaw Milosz, Elizabeth Alexander, Joy Harjo, Jane Kenyon, Li-Young Lee, and C.K. Williams.
- **Two new plays.** New dramatic works have been selected to introduce students to characters and conflicts they may recognize from their own lives. We have added two plays published or performed for the first time in 2000 or

after: Jane Martin's *Beauty* and Margaret Edson's *Wit*, a recent Pulitzer Prize—winner.

- **A new chapter, “Three Special Writing Assignments.”** The newly revised and expanded four-chapter section on writing about literature now includes a new Chapter 33, “Three Special Writing Assignments,” that showcases three student papers: a comparison/contrast of two short stories, an explication of a poem, and an analysis of a character in a play. Each assignment is explained and illustrated with an annotated student paper, and numerous writing prompts keyed to works in the text are provided for each of the three kinds of assignments.
- **Revised chapters on particular writing tasks.** Chapter 34, “Writing a Research Paper,” takes students through the process of writing a short paper on Eudora Welty’s “A Worn Path” (p. 361), explaining and illustrating MLA documentation style (including the most up-to-date guidelines and many examples of MLA-style citations for electronic sources). This chapter includes two source-based student papers: one, on “A Worn Path,” relies on conventional print sources; the other, on John Updike’s “A&P” (p. 115), cites a variety of electronic sources, including an e-mail communication and a magazine article accessed through an online database. In addition, each paper cites a filmed interview with the story’s author. Chapter 35, “Using Literary Criticism in Your Writing,” explains and illustrates the key schools of literary criticism and shows how each can be applied to a typical student writing assignment inspired by a work in the text. Finally, Chapter 36, “Writing Essay Exams about Literature,” guides students through the process of planning, shaping, drafting, and revising an essay response to a literature exam question. (An annotated student essay exam is included.)
- **Five additional student papers.** In addition to the eight student papers included in the last edition, we include five new papers, for a total of 13. Five of these papers are based on research, and three are shown in multiple drafts. In addition to the student papers, a sample student answer to an essay exam is included, with annotations.
- **New Chapter 3, “Understanding Fiction.”** This new chapter briefly traces the development of fiction through the modern short story, showcasing two contemporary short-short stories: Gary Gildner’s “Sleepy Time Gal” and Margaret Atwood’s “Happy Endings.”
- **New Chapter 15, “Discovering Themes in Poetry.”** This new chapter expands the previous edition’s discussion of poets’ thematic options, adding four new poems to the discussion of three popular poetic themes (poems about parents, poems about love, and poems about war).
- **Lit21: Literature in the Twenty-First Century CD-ROM.** Packaged with this book, *Lit21* is a CD-ROM designed to provide students with a unique, interactive environment that can supplement the many aspects of the study of literature. In addition to 68 stories, poems, and scenes from plays read

aloud on the disk, *Lit21* offers 30 video clips of poetry readings, interviews, and selected scenes. Quizzes for every story, play, and element of literature help students review for class and complement the “brush-up” instruction on the elements of literature. Finally, a unique new program, the Explicator, actually guides students step by step through the process of close literary analysis while helping them prepare notes for an explication paper.

A Full Package of Supplementary Materials

To support students and instructors who use the fifth edition of *Literature: Reading, Reacting, Writing*, the following ancillary materials are available from Heinle:

Instructor’s Resource Manual. With discussion and activities for every story, poem, and play in the anthology; a thematic table of contents; semester and quarterly sample syllabi; and articles on the evolution of the literary canon and reader-response theory, this comprehensive instructor’s manual provides all the materials necessary to support a variety of teaching styles. In addition, this edition includes brief, entertaining notes called “Do Your Students Know?” that provide interesting, sometimes offbeat contextual information.

The Heinle Original Film Series in Literature. Original adaptations of Raymond Carver’s “Cathedral,” Eudora Welty’s “A Worn Path,” and John Updike’s “A&P,” accompanied by interviews with the authors, are available on a single DVD or separately on VHS.

The Heinle Casebook Series for Reading, Research, and Writing. Previously titled *The Harcourt Brace Casebook Series in Literature*, ten complete casebooks, each providing all the materials students need to jumpstart a literary research project, are available:

In Fiction

William Faulkner’s “A Rose for Emily”

Charlotte Perkin’s Gilman’s “The Yellow Wallpaper”

Flannery O’Connor’s “A Good Man is Hard to Find”

John Updike’s “A & P”

Eudora Welty’s “A Worn Path”

In Poetry

Emily Dickinson, A Collection of Poems

Langston Hughes, A Collection of Poems

Walt Whitman, A Collection of Poems

In Drama

Athol Fugard’s *Master Harold and the Boys*

William Shakespeare’s *Hamlet*

Additional Videos. Fourteen videos, including adaptations of plays in the fifth edition and films to accompany each casebook in the fiction and drama sections, are available.

Arden Shakespeare. Nine titles from the Arden Shakespeare Series can be packaged with *Literature: Reading, Reacting, Writing*, Fifth Edition, including *Hamlet*, *King Lear*, *A Midsummer Night's Dream*, *The Tempest*, *Othello*, and *Twelfth Night*.

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From start to finish, this text has been a true collaboration for us, not only with each other, but also with our students and colleagues. We have worked hard on this book, and many people at Heinle have worked hard along with us.

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