



Third Edition

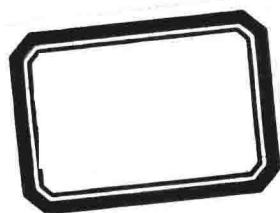
Literature and Ourselves

A Thematic Introduction for Readers and Writers

Gloria Mason Henderson

Bill Day

Sandra Stevenson Waller



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for Readers and Writers

THIRD EDITION



GLORIA MASON HENDERSON
Gordon College

BILL DAY
Gordon College

SANDRA STEVENSON WALLER
Georgia Perimeta College



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Preface



The third edition of *Literature and Ourselves: A Thematic Introduction for Readers and Writers* continues the tradition of the second edition: providing a textbook that speaks to students' experiences, hopes, and ideas through a variety of selections representing a diversified panorama of authors and nationalities. *Literature and Ourselves* can be used in both freshman composition courses and introduction to literature courses. The Introduction gives an overview of text-, author-, and reader-oriented approaches to literature, discusses the elements of the four genres, and provides expanded guidance on writing about literature and the research paper. The expanded anthology, organized thematically, gives students a rich array of literature drawn from fiction, poetry, drama, and the essay.

New to This Edition

Increased Writing Coverage. The introductory writing section has been extensively revised to include the most current thinking on writing instruction. New topics include: how to come up with a thesis, how to move from initial response to a paper topic, and how to use elements like theme or character. A new section, "Ways to Write About Literature," covers five of the most frequently assigned student essays: the literacy response essay, the comparison/contrast essay, the critical analysis essay, the evaluative essay, and the research essay. Coverage on using the Internet as a research tool have also been added.

Revised Thematic Introduction. Each thematic introduction has been revised to reflect the new selections in the book. All questions at the end of the selections have been reworked to include more provocative and critical thinking topics.

Casebooks. Three new casebooks have been added: one on August Wilson, one on three poets—Robert Frost, Emily Dickinson, and Langston Hughes, and one on Katherine Anne Porter. These join the casebooks on Ursula LeGuin, Alice Walker, and Flannery O'Connor. Each casebook is designed to give students a context for writing a short research paper about literature and ends with a student essay.

Expanded Selections. New selections have been added to each thematic unit, including thirteen essays, eleven short stories, forty-four poems, and two plays. Each new selection was designed to expand the horizons of the students and to provide more variety. New voices include: Stephen King,

Liliana Heker, Billy Collins, Wislawa Szymborska, Harriet Jacobs, Tim O'Brien, Gwendolyn Brooks, Gloria Anzaldúa, Shalmali Pal, N. Scott Momaday, Louise Erdrich, Seamus Heaney, Gregory Djanikian, Tobias Wolff, Wing Tek Lum, and Carson McCullers.

Critical Approaches. A section on cultural criticism, has been added to the appendix on critical approaches to literature, which includes biographical, archetypal, gender, formalist, historical, psychological, and deconstructionist criticism. These approaches give students an accessible discussion of critical perspectives that they may use in their writing.

Student Essays. Four new student essays were added to this edition.

MLA Documentation Guidelines. This section is now in the appendix to make it easier for students and instructors.

Genre Table of Contents. A new table of contents organized by genre has been added.

The Themes

Themes were chosen to engage students in exploring their own lives through literature. Each thematic section includes literature from all four genres—fiction, poetry, drama, and the essay—and balances traditional with contemporary selections. Casebooks on selected authors provide a context for writing short research papers about literature and build toward the full-length research paper for instructors who cover the research paper in their second-semester composition courses. Additional writing suggestions for each section further emphasize the link between reading and writing about literature. An appendix briefly discusses some of the major approaches to literature; another appendix includes the MLA Guidelines. A glossary defines all literary terms mentioned in both the introductions and the questions.

The six thematic sections are arranged so that they progress outward from the self to concerns beyond the self. Since they also move from the concrete to the abstract, they become progressively more challenging. The sections are designed to form a coherent whole with selections that constitute a rich and varied commentary on the theme. Each section begins with a brief introduction and a discussion of writing about that theme. Within thematic sections, selections are ordered by genre; within genres, they are ordered chronologically. An instructor may choose to concentrate on one or two themes or assign the entire book in a semester-long course in introduction to literature or in a two-semester composition course.

We think we have packed an extraordinary variety of works into a relatively small anthology. The traditional works allow teachers to assign what they are familiar and comfortable with, and the new works allow them to share with their students the joy of discovery. The selections also represent a variety of cultures, including works by authors from around the world, and a larger percentage of selections by women and ethnic

minorities than are available elsewhere. Our text contains an unusual number and variety of questions for discussion and suggestions for writing. Questions follow every work, and suggestions for exploration and writing follow most, with some works having as many as six or seven of each. This feature evolved as we worked on the text and as we came to see that, at least in our departments, of all the pedagogical aids in textbooks, teachers use the questions most. The questions and suggestions promote critical thinking not only about literature but also about students' own experiences. Our approach, then, is inductive, encouraging students to learn and develop their own ideas as they read.

Unlike many freshman literature anthologies, which emphasize text over author and reader, our book includes many author-oriented and reader-oriented questions as well as text-oriented ones. We have encouraged students to see the works as commentaries on their own lives and to bring their own experience to bear on what they read and write. We have also encouraged them to analyze and evaluate their own experience based on what they read. We hope that, as a result, students will develop a lifelong appreciation of literature and come to view it as intimately connected to their lives.

The Casebooks

Literature and Ourselves includes casebooks on eight authors: August Wilson, Robert Frost, Emily Dickinson, Langston Hughes, Katherine Anne Porter, Ursula K. LeGuin, Alice Walker, and Flannery O'Connor. All of the casebooks contain at least three critical essays for each author and are very useful for teaching research papers, as teachers can base controlled practice papers and/or finished research papers on one or more of them. The primary works as well as the critical essays in these casebooks have been carefully selected and excerpted so that students can readily see relationships between them and can compare differing critical approaches to literature. The suggestions for research and writing, some designed to be quite challenging for freshmen, invite students to see such relationships and draw conclusions leading to thesis statements. Such features encourage students to study one author in some depth.

Believing that students need to read excellent nonfiction as well as fiction, drama, and poetry, we have included essays. We feel that these essays are not only works of art but can also serve as models of good prose style. Since their statements of theme are often more explicit than those of other genres, they begin each thematic section to help initiate thoughtful exploration of that theme.

Supplements

Literature and Ourselves Website. The *Literature and Ourselves* website can be found at: <http://www.awl.com/henderson>. This site includes in-depth information about the text as well as helpful links to literature and research sites.

Instructor's Manual. An Instructor's Manual with detailed comments and suggestions for teaching each selection is available. This important resource also contains references to critical articles and books that we have found to be most useful.

Beloved Casebook. The bestselling novel *Beloved* by Toni Morrison and a free casebook written by Gloria Mason Henderson, Bill Day, and Sandra Stevenson Waller are available as a package. Bookstores should use ISBN (0-201-71785-9) to order.

Audio- and Videotapes. For qualified adoptors, an impressive selection of videotapes and audiotapes is available to enrich students' experience of literature.

Penguin Discount Novel Program. In cooperation with Penguin Putnam Inc., one of our sibling companies, Longman is proud to offer a variety of Penguin paperbacks at a significant discount when packaged with any Longman title. Excellent additions to any literature course, Penguin titles give students the opportunity to explore contemporary and classic fiction and drama. The available titles include works by authors as diverse as Julia Alvarez and Mary Shelley, Shakespeare, and Toni Morrison.

Daedalus Online. Daedalus Online is an Internet-based collaborative writing environment for students. The program offers prewriting strategies and prompts, computer-mediated conferencing, peer collaboration and review, and comprehensive writing support. For educators, Daedalus Online offers a comprehensive suite of online course management tools. For more information, visit <http://www.awl.com/daedalus>, or contact your Addison Wesley Longman sales representative.

***English Pages* (<http://www.awl.com/englishpages>).** This website provides professors and students with continuously updated resources for reading, writing, and research practice in four areas: composition, literature, technical writing, and basic skills. Features include simulated searches, where students simulate the process of finding and evaluating information on the World Wide Web; first-person essays that show students how everyday men and women have applied what they learned in composition to a wide variety of situations; and annotated links that provide the best information on the widest variety of writing issues and research topics.

The Longman Guide to Columbia Online Style. This 32-page booklet includes an overview of Columbia Online Style (COS), guidelines for finding and evaluating electronic sources, and examples for citing electronic sources. COS is a documentation style developed specifically for citing electronic sources. *The Longman Guide to Columbia Online Style* is free when packaged with any Longman text.

Researching Online, 4th edition. Students will find this companion indispensable to their navigation of the Internet. It includes detailed infor-

mation on Internet resources such as e-mail listservs, and Usenet newsgroups; advanced techniques for using search engines; tips on how to assess the validity of electronic sources; and a section on HTML that shows students how to create and post their own Web pages.

Analyzing Literature. This brief supplement provides critical reading strategies, writing advice, and sample student papers to help students interpret and discuss literary works in a variety of genres. Suggestions for collaborative activities and online research on literary topics are also featured, as well as numerous exercises and writing assignments.

The Essential Research Guide. A handy two-page laminated card, *The Essential Research Guide* features a table with guidelines for evaluating different kinds of print and on-line sources, a chart of editing and proof-reading symbols, and a list of cross-curricular web site resources

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Gloria Mason Henderson

Bill Day

Sandra Stevenson Waller



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