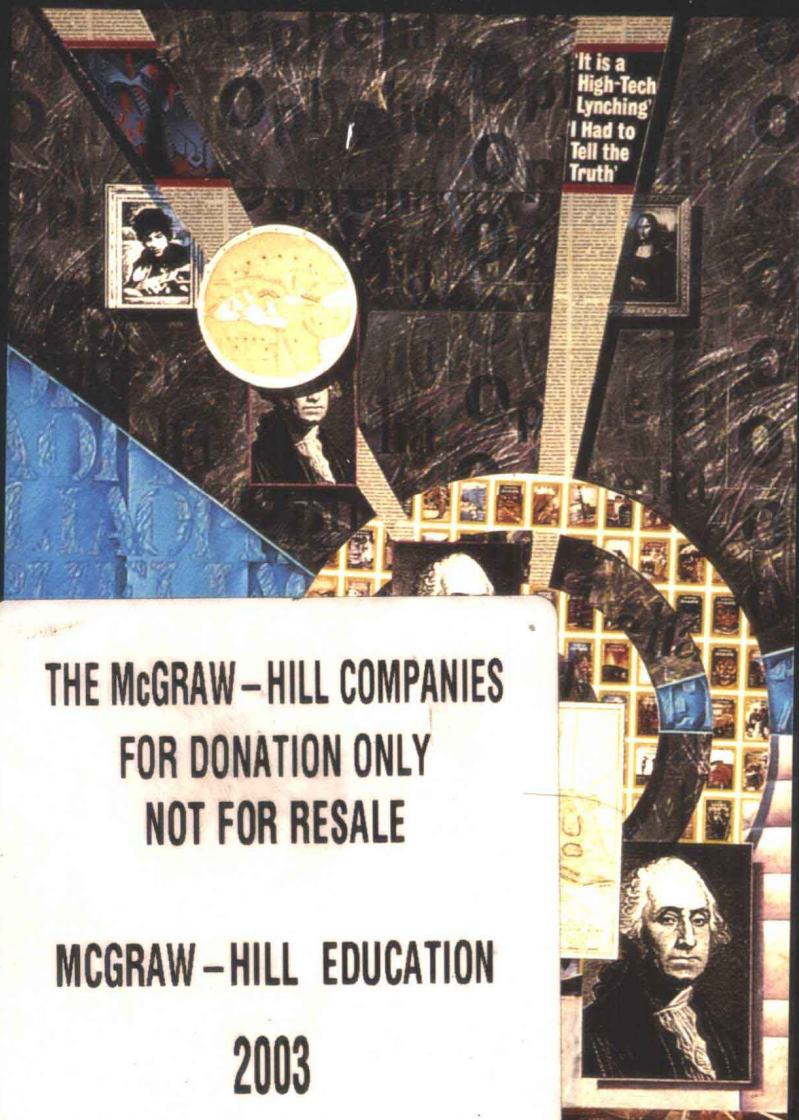


The McGraw-Hill Reader

Issues Across the Disciplines

Seventh Edition



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*The
McGraw-Hill
Reader*

*Issues Across the
Disciplines*

SEVENTH EDITION

Gilbert H. Muller
The City University of New York
LaGuardia



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GILBERT H. MULLER, who received a PhD in English and American literature from Stanford University, is currently professor of English and Special Assistant to the President at the LaGuardia campus of the City University of New York. He has also taught at Stanford University, Vassar College, and several universities overseas. Dr. Muller is the author of the award-winning *Nightmares and Visions: Flannery O'Connor and the Catholic Grotesque*, *Chester Himes*, *New Strangers in Paradise: The Immigrant Experience and Contemporary American Fiction*, and other critical studies. His essays and reviews have appeared in *The New York Times*, *The New Republic*, *The Nation*, *The Sewanee Review*, *The Georgia Review*, and elsewhere. He is also a noted author and editor of textbooks in English and composition, including *The Short Prose Reader* with Harvey Wiener, and, with John A. Williams, *The McGraw-Hill Introduction to Literature*, *Bridges: Literature across Cultures*, and *Ways In: Reading and Writing about Literature*. Among Dr. Muller's awards are National Endowment for the Humanities Fellowships, a Fulbright Fellowship, and a Mellon Fellowship.

Preface

The seventh edition of *The McGraw-Hill Reader*, a major new revision guided by the recommendations of more than 75 reviewers, continues to present the finest classic and contemporary essays for today's college students. Addressing the continuing national interest in core liberal arts programs, interdisciplinary issues, and multicultural perspectives, this text offers students and teachers a full range of prose models important to writing courses, reading sequences, and key undergraduate disciplines. All the selections, consisting of complete essays, chapters, and self-contained sections of chapters, have been selected for their significance, vitality, and technical precision. With its high caliber of material, its consistent humanistic emphases, and its clear organization, *The McGraw-Hill Reader* is lively, sophisticated, and eminently usable for college composition and reading programs.

The McGraw-Hill Reader has been reorganized and revised, offering several new and significant features. Composed of eleven chapters, the text covers major modes of writing and most disciplines that college students encounter as undergraduates. Chapter 1 presents an extensive overview of the critical thinking, reading, and writing process. Chapters 2 through 10 cover core liberal arts disciplines, including education, the social sciences, business and economics, the humanities, and the sciences. These disciplinary chapters offer prose models that provide practice in techniques of analysis, criticism, argumentation, and persuasion. Chapter 11 offers a concise guide to research and documentation in the electronic age. As an integrated text, *The McGraw-Hill Reader* seeks to reconcile expressive and abstract varieties of thought in order to treat the total reading and writing process. An alternate table of contents, listing carefully selected essays in 11 rhetorical categories, adds to the flexibility of the text.

A distinct strength of *The McGraw-Hill Reader*, perhaps the primary one for teachers who prefer to create their own approaches to composition and reading

courses, is the wide range of material and the varied constituencies represented in the text. The essays in this book have been selected carefully to embrace a rich assortment of authors, to achieve balance among constituencies, to cover major historical periods, and to provide prose models and styles for class analysis, discussion, and imitation. The authors in the text—whether Plato or Maya Angelou, Swift or Joan Didion—have high visibility as writers and thinkers of value. Some of these authors are represented by two or three essays. All the authors—writing from such vantage points as literature, journalism, anthropology, sociology, art history, biology, and philosophy—presuppose that ideas exist in the world, that we should be alert to them, and that we should be able to deal with them in our own discourse.

Because the selections extend from very simple essays to the most abstract and complex modes of prose, teachers and students will be able to use *The McGraw-Hill Reader* at virtually all levels of a program. Containing 90 complete essays, *The McGraw-Hill Reader* thus is a flexible companion for composition courses. It can be used from any of the major pedagogical perspectives common to the practice of composition today: as a writing-across-the-curricula text; as the basis for a rhetorically focused course; as a thematic reader; as a multicultural anthology; as an in-depth reader. Above all, teachers can develop their own sequences of essays that will contribute not only to their students' reading and writing proficiency but also to their growing intellectual power.

Another major strength of *The McGraw-Hill Reader* is in the uniform apparatus that has been designed for every essay. Much can be learned from any well-written essay, especially if the apparatus is systematic in design. For each selection in this text there is a brief introduction. After each essay, there are questions organized in a common format created to reinforce essential reading, writing, and oral communication skills. Arranged in three categories—Comprehension, Rhetoric, and Writing—these questions reflect current compositional theory as they move students from audience analysis to various modes and processes of composition. All specialized terms used in the questions are defined for students in an extensive Glossary of Terms at the end of the text. The integrated design of these questions, along with additional features that are new to the seventh edition, makes each essay—simple or complex, short or long, old or new—accessible to college students who possess varied reading and writing abilities.

Highlights of the Seventh Edition

Teachers planning a composition course around *The McGraw-Hill Reader* will discover that the seventh edition has several special features:

- a major new chapter outlining the critical thinking, reading, and writing process
- thirty new selections—many on such topics as sex education, immigration, and work—that elicit provocative student writing
- a totally new and compressed sequence of nine chapters that ask key questions drawn from the academic disciplines and designed to elicit constructive class discussion and sound critical writing

- a strengthened presentation of multicultural issues through the incorporation of Judith Ortiz Cofer, Francis Fukuyama, Rita Dove, Richard Rodriguez, and others
- revised introductions to all chapters, with previewing sections that alert students to strategies for reading, discussion, and writing
- introductions to the “Classic and Contemporary” set of essays for each chapter, framing an older essayist with a more recent one so that students can gain fresh perspectives on authorial influence and the essay tradition
- an expanded “Connections” section at the end of each chapter that helps students make comparative assessments of various groups of essays and use Internet resources
- a new chapter on research writing and documentation

All these new features appear in response to suggestions made by composition teachers across the country whose reviews and advice have shaped the seventh edition of *The McGraw-Hill Reader*.

Supplementing *The McGraw-Hill Reader* is a comprehensive instructor’s manual. *A Guide to the McGraw-Hill Reader* offers well-considered strategies for teaching individual essays, sample rhetorical analyses, answers to questions, additional thought-provoking questions, comparative essay discussion formats, and tips for prewriting and guided writing activities. There is also a bibliography of criticism and research on the teaching of composition.

Eudora Welty speaks of reading as “a sweet devouring.” This anthology alerts students to the vast and varied pleasures of reading and writing, while offering them opportunities to experience numerous perspectives on academic discourse. *The McGraw-Hill Reader* encourages students to make intelligent choices as they handle assignments for composition.

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Gilbert H. Muller

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