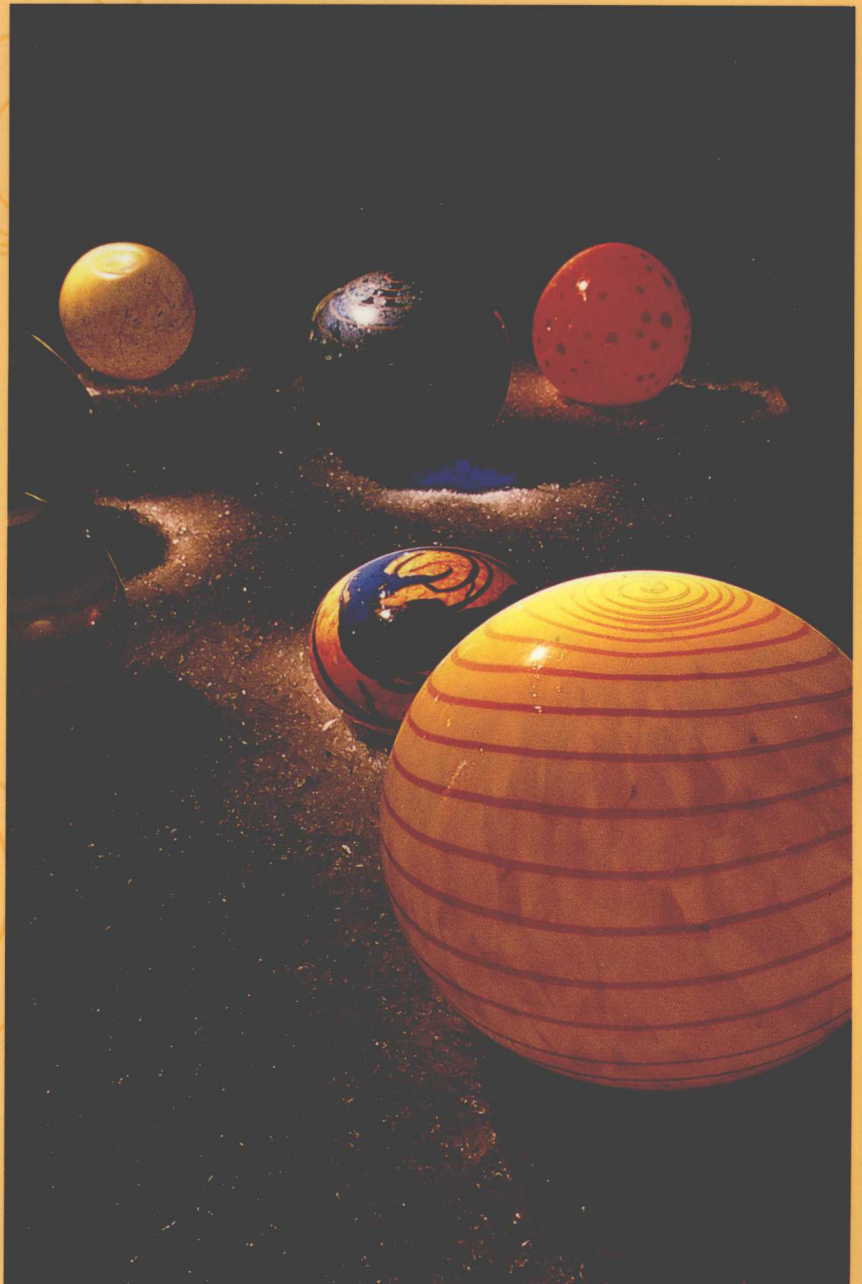


# Between Worlds

A Reader, Rhetoric, and Handbook

THIRD EDITION



Susan Bachmann  
Melinda Barth

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A Reader, Rhetoric, and Handbook

*Third Edition*

Susan Bachmann

*El Camino College*

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Again, and again, to the men in our lives:  
Ron, Dylan, and Evan Barth  
and  
Walter, Ryan, and Adam Gajewski



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# Preface



The third edition of *Between Worlds* remains a reader, rhetoric, and handbook that offers students and instructors essential materials to support their writing courses. A diverse reader with thematically arranged selections includes writing prompts that encourage students to write about each reading in isolation as well as in relation to other texts. A concise rhetoric and handbook follow the reader. They are designed to help students through every aspect of the writing process and through some of the most common writing assignments, including the research paper. Although each part of this textbook can be used independently, both instructor and student will find the cross-referencing of material between the reader and the rhetoric an advantage for teaching and learning.

Since the publication of the first and second editions, we have received overwhelming support for combining three texts within one cover, for our selection of provocative readings, and for the cross-referencing of these readings with meaningful assignments and accessible rhetorical instruction. The third edition retains our successes and includes some exciting changes and additions.

**New Readings and More Varied Topics** New selections revitalize each of the existing chapters to reflect the conflicting realms—the “between worlds”—in which most of us live. Like us, the individuals in these readings are caught *between* balancing the burdens of work and school, *between* satisfying family obligations and meeting personal needs, and *between* defining self while relating with others. New paired readings show divergent views about interpreting advertising, questioning the influence of violence in the media, examining new family patterns, identifying or denying ethnicity, protecting the environment, living online, and accepting one’s body in a figure-conscious world. Additional new readings complement the existing themes of family pressures and expectations, gender and culture identification, self-images and perceptions, and value choices. This edition features our first visual images: a pictorial history of smoking advertising.

**New Voices and Favorite Voices** This edition continues to include writers favored by students and instructors: Ellen Goodman, Anne Tyler, Warren Farrell,

Joyce Carol Oates, Sharon Olds, Brent Staples, Marge Piercy, Martin Luther King, Seamus Heaney, Michael Ventura, Michael Dorris, and Nicholas Negroponte. Esteemed writers new to this edition include Anne Lamott, John Updike, Luis Valdez, Debbie Stoller, Sam Fulwood, Howard Rosenberg, Susan Douglas, and William Pollack.

**New Approaches** To engage and sustain student interest, we begin Parts I and II in new ways. Responding to advice from reviewers, we model an active reading of Ellen Goodman's "Thanksgiving" the first selection in Part II. Students will perceive the value of locating the thesis, underlining key points, questioning assumptions, and circling unfamiliar terms. The opening of Part II features the dynamic voice of Anne Lamott, encouraging students and advising them not to be intimidated by assignments but to handle them "bird by bird." Our new emphasis on both audience and strategy will give students a greater sense of purpose in tackling their own assignments.

**New Reading Questions and Writing Assignments** The "Thinking About the Text" questions have been revised to focus less on content and more on audience and purpose—to encourage students to examine the writer's strategies and to experiment with their own. The "Writing from the Text" sections provide students with varied writing prompts for each reading. In "Connecting with Other Texts," both the new and retained readings are linked thematically within each chapter and throughout the book. These assignments direct students to examine multiple perspectives critically and then use diverse materials to support their points. New "Connecting" assignments also encourage students to link readings from the text with material found on the Internet.

**New Genres** Diverse forms, styles, and techniques are reflected in the readings in this edition. In addition to the standard academic essay exemplified in both short, focused pieces and longer, more complex forms, the readings include editorials and commentaries, expository essays, explicit arguments, descriptive narratives, a play, five short stories, seven poems, and an advertising display.

**New Additions to Part II** Throughout this edition we focus more on understanding the writer's purpose or aim. An expanded section on audience awareness provides analysis of writers' strategies. A new section—writing an evaluative response essay—instructs students in the nuts and bolts of evaluating a professional writer's essay. The section, which includes a student's evaluative response, encourages students to look carefully at specific details from a reading as they assess it in terms of their own experiences. In addition to the evaluative response essay, several other model essays are new and illustrate a wide range of topics: definition, comparison-contrast, process analysis, and character analysis. Because we recognize that writing is a discovery process, we continue to emphasize relevant techniques: numerous prewriting

strategies; practical advice for considering audience; ideas about arrangement, outlining, drafting, and revision; and tips for constructing and revising the thesis. Throughout Part II we show that writing is not a step-by-step process; it involves concurrent and recursive activities. Additional practice exercises are included to help students develop skills and to connect the rhetoric more closely to the reader.

**New Internet Guidelines and Assignments** We have greatly expanded our coverage of the Internet, adding a comprehensive checklist for evaluating World Wide Web materials, cautionary advice about relying exclusively on electronic sources, and guidelines for documenting online sources. However, recognizing the ubiquitous nature and potential of this medium, we include provocative readings from the Web, and we have created new practice assignments to send students to useful Websites.

**New Materials on Research** Chapter 10 includes updated MLA and APA guidelines and documentation forms. Because so much of the research process is now online, we offer a section on using and abusing electronic sources as well as on documenting them. In addition, we have retained and updated the glossary of computer-related terms to help novices shuttle between the world of books and cyberspace.

**New Handbook Entries** Part III, a handbook designed to empower students but not overwhelm them, focuses on the most common errors—the “terrible ten”—that persist in student writing. To help students interpret their instructors’ comments, a list of marginal symbols is included in the text (pp. 568–569) and, for quicker access, on the inside back cover. We have also added new entries and examples to the ever-expanding list of troublesome words that many writers confuse or misuse.

An updated **Instructor’s Manual** is also available to adopters of this new edition.

**Acknowledgments** This textbook could never have been written without the help of many people who have been particularly supportive and generous with their time as we worked on this book. Superb librarians and computer specialists assisted us in countless ways. We remain grateful to Judy Harris, Ed Martinez, and Claudia Striepe from our El Camino library, Peter Mickelson from Palos Verdes Library, and computer experts Walter Gajewski and Alan Colburn from California State University at Long Beach. All of these knowledgeable individuals gave us enough information on computers to keep us from looking foolish in front of our students. Over the years, colleagues at El Camino College, Marymount College, the State University of New York at Buffalo, the University of Wisconsin at Madison, the University of Illinois at Champaign, and California State University at Dominguez Hills have shared teaching strategies and writing ideas that inspired portions of this book. At El

Camino we are especially indebted to Sara Blake, Debra Breckheimer, and Julia Hackner who have contributed specific suggestions and useful readings. Students Shannon Paaske and Marianela Enriquez worked energetically to help us meet our deadline, and we are pleased that some of our other students—Chris Thomas, Bruce Halling, Jennifer Tabaldo, and Marin Kheng—also are published writers with the printing of this text. Our students merit hearty applause.

Special thanks must go to a number of fine reviewers who brought insights from their teaching to improve our efforts in creating this text. We wish to thank these supportive critics: Edna Boris, LaGuardia Community College; Rick Casper, Prestonburg Community College; Kevin Coogan, Manhattan College; Cheryl Fish, Borough of Manhattan Community College; Catherine Ganley, George Mason University; Frederick Giacobazzi, Kirtland Community College; Betty Holton, Frederick Community College; Stephen Kaczmarek, Columbus State Community College; Ellen Nagata Kruse, Diablo Valley College; Sharon Myers, Texas Tech University; Troy Passey, Boise State University; Lisa Schneider, Columbus State University; and Joshua White, Emerson College.

We are grateful to our friends at Longman: Arlene Bessenoff who early on encouraged our revision and Lynn Huddon who supported our ideas and decisions. We can't say enough about the intelligence, sensitivity, and diligence of our development editor, Carol Hollar-Zwick. Her thorough editing, wise judgments, and instantaneous replies to our requests may have consumed her leisure, but she kept our book on schedule. We also value the keen eye of Elsa van Bergen whose vision and accessibility held the book—and us—together.

Finally, we want to try to thank the men in our lives who lived *Between Worlds* with us. Walter and Ron rescued us from computer chaos and kept our sons from feeling they had been banished to another world. Ryan, Adam, Dylan, and Evan helped as well—with cogent comments about the readings and reminders of what students need. Other family members and friends sent us relevant articles, offered their help, and understood when we turned down invitations and did not answer letters or phone calls. They all believed this project was worth their being temporarily “displaced . . .” and we applaud their willingness to live “between worlds” with us.

Susan Bachmann

Melinda Barth

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*Approach a writing assignment “bird by bird.”*

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