Preface

Reading Literature and Writing Argument springs directly from our more than three decades of classroom experiences as teachers of two college composition courses: “Writing about Literature” and “Writing Argument and Persuasion.” We believe that all students should experience the combined essence of these two courses—an enrichment as readers and as writers through engagement with ideas in written texts. Through this engagement with literature and through their application of the principles of argument, students deepen and expand their thinking and practice the skills of analysis and evaluation. The complementary study of literature and argument empowers students to cultivate critical standards for judging ideas and forming opinions.

Reading Literature and Writing Argument also is based on the premise that writing is valued when it makes readers think. This premise implies that a person must have ideas—something to say—in order to put pen to paper or fingers to keyboard. However, the notion that writing must have valuable ideas can be daunting to the individual staring at a blank page or screen. Here is where literature—fiction, poetry, drama, nonfiction—can play a vital role. Students can examine the implied arguments in stories by Louise Erdrich, Sir Arthur Conan Doyle, and Lucia Berlin; in poems by Margaret Engle, D. H. Lawrence, and Gwendolyn Brooks; and in plays by Sharon E. Cooper, Susan Glaspell, and William Shakespeare. Encountering issues in imaginative literature, students are invited to explore diverse perspectives on topics that may be familiar or foreign, thereby generating fresh thinking and new ideas. Nonfiction pieces—such as Barry Meier’s “Origins of an Epidemic: Purdue Pharma Knew Its Opioids Were Widely Abused”—typically present explicit arguments. Reading Meier’s piece, students can examine the merits of his case against Purdue Pharma and develop an informed opinion on the issue. Other nonfiction works—from Francis Bacon’s “Of Revenge” (1597) to Major Sullivan Ballou’s letter to his wife (1861) to Lisa H. Lewis’s “Why We Still Allow Bullying to Flourish in Kids’ Sports” (2018)—give students the opportunity to experience and evaluate issues and arguments from across the centuries and to understand how those issues and arguments resonate in their own lives and times.

To borrow from Robert Frost’s statement on poetry, Reading Literature and Writing Argument is designed to bring both “delight” and “wisdom” to the first-year college student’s composition experience. We believe that students will enjoy reading the literature pieces, practicing creative and critical thinking skills, and exploring multiple perspectives on issues related to their own lives. Moreover, we believe students will discover that they have a wealth of
ideas as well as the creative and critical skills to compose written arguments that will compel their readers to think. The blank page or computer screen will present a welcome invitation to speak out and to be heard—to participate in shaping viewpoints on issues that matter in their own lives and in the lives of others.

What’s New In This Edition
For Both the Rhetoric and the Anthology Chapters

• An extensively revised and updated array of reading selections, with more than 25 new selections, including both contemporary and classic works.
• Engaging new multimodal activities, designed to give students opportunities to practice composing in modalities that are integral to twenty-first century modes of communication.
• Extensively updated and revised end-of-chapter Chapter Activities sections.

For the Rhetoric Chapters

• Substantial revisions, including an almost entirely new Chapter 2, emphasizing both creative and critical reading.
• New examples of student writing, including one literary argument.
• New, thought-provoking midchapter Journal writing tasks and Look It Up activities directing students to online sources for research and writing tasks.
• New Take Note boxes, summarizing and organizing important information, providing tips, and posing challenging tasks.

For the Anthology Chapters

• A chapter-opening artwork for thematic prewriting and discussions, providing students practice with reading visual images creatively and critically.
• Updated critical thinking and writing topics following each reading selection, reflecting recent events and issues.

To Complement Both Parts of the Text

• An extensively revised, comprehensive glossary of the key terms called out in the text.
• New and updated biographical notes on the authors of reading selections.
Organization

Part 1: Rhetoric

The five Rhetoric chapters, indeed the entire text, are based on this premise: *Literature liberates thinking, and argument disciplines it.* Through their engagement with literature and application of the principles of argument, students will exercise creative thinking, practice the skills of analysis and evaluation, and develop their own critical lenses through which to view the diverse perspectives within the global community.

Chapter 1: Connecting Argument and Literature
This chapter introduces the concept of academic argument and the essential link between academic argument and critical thinking. The chapter also demonstrates how the study of argument and the study of literature provide separate yet complementary reading and writing experiences.

Chapter 2: Reading Creatively and Reading Critically
This chapter offers students tips for improving reading skills and demonstrates the application of those skills to reading imaginative literature. It also models how to read the four genres—fiction, poetry, drama, nonfiction—through the lenses of creative reading and of critical reading and how to synthesize the two reading experiences to foster independent thinking.

Chapter 3: Analyzing Argument
This chapter introduces the components of an argument—claims, evidence, assumptions, and concessions and refutations to counterarguments. It defines and illustrates ten common logical fallacies, rhetorical context, and Aristotle’s basic argument model, including the rhetorical appeals of *pathos, logos,* and *ethos.* Lastly, the chapter discusses visual argument, reading an image as an argument.

Chapter 4: Writing an Argument Essay
This chapter takes students through the process of planning and developing an argument essay—finding a subject and clarifying a purpose and an audience; writing a claim statement; and designing an argument strategy. The chapter also introduces Rogerian argument strategy, thereby encouraging students to view an argument as an opportunity to exercise the creative skills of problem solving and compromise.

Chapter 5: Researching and Documenting an Argument Essay
This chapter guides students in developing proficiency in finding and documenting credible sources. It overviews documentation systems and the purposes of creating both a preliminary and an annotated bibliography; it discusses and illustrates incorporating sources within the text of their own writing; and it models the process of purposeful reading of secondary source articles—to detect biases and to compare the perspectives of different sources.
Part 2: Anthology

The three Anthology chapters contain reading selections centered on three enduring themes:

- Chapter 6: Individual and Community Identity
- Chapter 7: Crime and Punishment
- Chapter 8: Power and Responsibility

For these anthology chapters, we purposefully selected broad cultural themes. We believe that students appreciate the opportunity to explore their own thinking within these contexts. Rather than offering answers or solutions to issues, the reading selections spark questioning and prompt students to arrive at their own conclusions. The chapter themes invite students to draw connections, not only among the readings within a single chapter, but also across the three chapters. Students may identify an issue in a Chapter 6 reading, for example, that they can relate to a Chapter 8 reading.

The chapter-theme-based introduction to each Anthology chapter ends with Prewriting and Discussion tasks, including a task related to the chapter-opening artwork. In the body of the chapter, following each reading selection, Critical Thinking Topics encourage students to apply the concepts, terms, and tools covered in the five Rhetoric chapters to the reading selection. The Critical Thinking Topics are followed by one or more Writing Topics, writing tasks that prompt students to reflect on specific issues raised in the selection and to generate ideas for writing arguments.

Chapter Activities

Each chapter concludes with Chapter Activities designed to engage students in applying their learning and reading experiences to the chapter’s topics, themes, and issues; in synthesizing their reading and writing experiences; and in developing their own arguments.

- In both the Rhetoric and Anthology chapters, the Chapter Activities conclude with Multimodal Activities that encourage students to apply their critical and creative reading and writing skills to visual, aural, digital, or other nonliterary modes and media.
- In the Rhetoric chapters, the Chapter Activities include Think About It questions, covering all the main topics explored in the chapter, and Read and Respond activities, allowing students to apply what they have learned in the chapter to poems, short prose pieces, and excerpts from longer works.
- In the Anthology chapters, the Chapter Activities include Topics for Writing Arguments, writing tasks focusing on the chapter theme in relation to one or more of the chapter’s reading selections, and a final writing task asking students to look back at and reflect on their responses to the chapter-opening Prewriting and Discussion tasks; Taking a Global Perspective,
calling on students to develop a chapter-theme-related argument on an issue of worldwide concern; Collaborating on a Rogerian Argument, requiring students to work in small groups to develop a Rogerian compromise on a contentious issue related to the chapter theme; and Arguing Themes from Literature, asking students to develop narrowly focused arguments on theme-related issues brought out in the chapter’s reading selections.

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**Pearson English Assignments Library**

Available with your adoption of any © 2019 or © 2020 Pearson English course in Revel is the English Assignments Library comprising 500 essay and Shared Media prompts:

- A series of 300 fully editable essay assignments invites students to write on compelling, wide-ranging writing topics. You can choose from an array of writing prompts in the following genres or methods of development: Argument/Persuasion; Comparison/Contrast; Critique/Review; Definition; Description; Exposition; Illustration; Narration; Process Analysis; Proposal; and Research Project. Assignments can be graded using a rubric based on the WPA Outcomes for First-Year Composition. You can also upload essay prompts and/or rubrics of your own.
- 200 Shared Media assignments ask students to interpret and/or produce various multimedia texts to foster multimodal literacy. Shared Media activities include analyzing or critiquing short professional videos on topics of contemporary interest; posting brief original videos or presentation slides; and sharing original images—such as posters, storyboards, concept maps, or graphs.

**Supplements**

Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there
with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you to not only choose course materials but also integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resource to qualified adopters of *Reading Literature and Writing Argument*. This supplement is available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at [www.pearson.com/us](http://www.pearson.com/us) to register for access.

- **INSTRUCTOR’S RESOURCE MANUAL** Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor’s Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or out of class, research activities, participation activities, and suggested readings, series, and films as well as a Revel features section. Available within Revel and on the IRC.

## Acknowledgments

First, we thank our students, who, throughout our more than three decades of teaching college composition, have been our teachers; they are the primary reason we have written this text. We are especially grateful to students Cale Blount, Christian Garcia, Doralicia Giacoman-Soto, Josh Griepe, Marlee Head, and John Miller for sharing their creative and critical writing. We thank the following college composition teachers for their reviews of the sixth edition: Melissa Edwards, Middlesex County College–Edison; Michael Harker, Georgia State University; Burgsbee Lee Hobbs, Saint Leo University; Gina Hochhalter, Clovis Community College; Arlandis Jones, Tarrant County College; Jordin Logan, Montclair State University; and Christine Pipitone, Raritan Valley Community College. Their comments and suggestions provided both encouragement and constructive guidance.

We offer a hearty thank you to Pearson Collegiate English Executive Producer and Publisher Aron Keesbury and Ohlinger Publishing Services Managing Editor Cynthia Cox for their steadfast support and good humor throughout the revision process. We are also grateful to Ohlinger Studios Senior Rights and Permissions Manager Joseph Croscup and his team for their persistence on our behalf, and to these other members of the Ohlinger team who made significant contributions to the development of this text: Senior Managing Editor Maggie Barbieri; Senior Managing Editor Beth Jacobson; and Project Manager, Development–English Kate Hoefer. Among the editors who have assisted us, we thank our boots-on-the-ground developmental editor Len Neufeld for his incisive and insightful edits and suggestions; he has been a key player on our team.
Lastly, we wish to thank our families for their encouragement and unwavering support. We are especially grateful to Jessica James-Tomasello Ireland, Jace James, Victoria Merickel, Cole Perkins, and Iain McHenry.

Missy James
Alan Merickel
Jenny McHenry