

SEVENTH EDITION

# **The Riverside Reader**

correlated to the

**Advanced Placement Program  
Course Description  
for  
English Language and Composition**

 **McDougal Littell**

**McDougal Littell's**  
***The Riverside Reader***, Seventh Edition

correlated to the

**Advanced Placement Program**  
**Course Description for English Language and Composition**

**INTRODUCTION**

*The Riverside Reader* is an excellent text for students in an Advanced Placement course in Language and Composition. With this text and its companion, *The Riverside Reader: Instructor's Resource Manual*, the teacher can thoroughly prepare students for the Advanced Placement test in Language and Composition.

The Language and Composition AP Course Description begins by stating that “an AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes” (*Advanced Placement Program® Course Description*, p. 5). *The Riverside Reader* certainly meets these broad criteria, for its entire purpose is to help the student become an active, critical reader and an effective writer.

Students learn to become careful and analytical readers of prose literature. The essays in *The Riverside Reader* are arranged according to common patterns of organization that have been serving writers well for centuries: narration and description, process analysis, comparison and contrast, division and classification, definition, cause and effect, and persuasion and argument. The Introduction to each section of grouped readings provides a brief selection in that mode, with annotations demonstrating appropriate reading strategies. The Introduction previews the organizational pattern, provides the student with clues on what to look for, and concludes with the key “Points to Remember.”

*The Riverside Reader* also helps students become skilled writers, for the text highlights the interaction between the reading and writing processes. The Introduction to each section of grouped readings contains an example of student writing in that mode, accompanied by questions. In addition, writing assignments at the end of each section also emphasize the mode currently under study. Thus, students read and closely analyze professional writers' works and then apply the same writing strategies to their own compositions, as they respond using their experiences and knowledge.

## **FEATURES OF *THE RIVERSIDE READER***

As the first paragraph of the *Advanced Placement Program® Course Description* for Language and Composition states, the purpose of the course is to develop and refine students' reading and writing skills. *The Riverside Reader's* intent is to help students become readers who write and writers who read; both reading and writing processes enhance and embellish each other. The Introduction, section organization, and literary content of *The Riverside Reader* all work together to fulfill this purpose.

### ***The Riverside Reader* Introduction**

The student Introduction to *The Riverside Reader* advises the student on how to approach literature and provides an important resource to which the student can refer throughout the course. This Introduction emphasizes the interaction between the reading and writing processes. The familiar terminology of *purpose*, *audience*, and *strategy* provides a framework for the Introduction, as well as for subsequent study questions and writing assignments. In the text's Introduction, important Guidelines for Reading an Essay are paired with Guidelines for Writing an Essay in order to advance the students' understanding of the reading/writing connection. An annotated essay, "The Chain Gang Show," by Brent Staples (pp. 14-16), appears in the Introduction; the annotations illustrate how a reader responds to reading by writing.

### **Organization of *The Riverside Reader***

Each separate section of *The Riverside Reader* also emphasizes the reading/writing connection and also has a predictable and dependable organization. In each section introduction, an annotated paragraph by a professional writer, such as an excerpt from Maxine Hong Kingston's "A Song for a Barbarian Reed Pipe" (pp. 28-29), concisely demonstrates reading and writing at work. The professional writer is followed by a piece from a student writer, such as Lauren Briner's "Deloris" (pp. 29-30); the student's writing is accompanied by questions about writing strategies. Finally, a "Points to Remember" list concludes each section introduction and provides a convenient summary of the essential tasks and techniques associated with each strategy.

As the student progresses into the section, selections are preceded by headnotes containing basic information about the writer under study. This introductory material focuses on four questions about the writing situation: *Who* is writing? What is the writer's *purpose*? *Whom* is the writer addressing? *How* does the writer accomplish his or her purpose?

Because the ultimate purpose of *The Riverside Reader* is to produce writers, the writing assignments are presented as the culminating activity of each section. Basically, students read the literature in order to incorporate and then apply the strategy in their own writing. Six assignments at the end of each section ask students to write essays that cover a range of writing tasks from personal response to analysis and argument.

A thematically organized final section, Resources for Writing (pp. 549-625), focuses on the subject of gambling and includes seven essays, each exemplifying one rhetorical mode to explore a different aspect of the same topic. This section also contains one short story and a student essay. The writing assignments following each reading encourage students to use what they already know to respond, analyze, and argue about the essays.

### **Literature in *The Riverside Reader***

Even more important than the helpful Introduction and dependable section organization is the literature itself; the selections in *The Riverside Reader* help students develop their ability to read and write effectively and competently. The complete collection, which includes popular essays from previous editions as well as thirty-six new selections, provides a variety of readings to engage the interests of all students. Within each section, readings have been chosen to illustrate what the section introductions say they illustrate; there are no strange hybrids or confusing models, but instead essays with one dominant strategy so that students can see particularly strong examples of each writing strategy in action. As an additional aid to student reading, the selections within each section are arranged in ascending order of length and complexity. Each section concludes with a fictional short story emphasizing the same mode; this fictional selection provides one more perspective for the student reader. In addition, while the selections are arranged by writing mode, a thematic table of contents is provided for teachers who wish to organize their course around central themes.

## ANCILLARIES

Accompanying the main text are print and electronic materials:

### Print Ancillaries

\* *Instructor's Resource Manual*. The new *Instructor's Resource Manual* by Rai Peterson of Ball State University is available to any instructor using *The Riverside Reader*. The manual includes extensive rhetorical analysis of each essay and story, reading quizzes and vocabulary lists, and additional student essays and writing assignments. The manual also includes advice on teaching the reading and writing strategies.

### Electronic Ancillaries

\* Houghton Mifflin College English web site (<http://college.hmco.com>; select English). Our College English web site offers an e-library of exercises, an online research guide and an online handbook.

\* ESL Web site (<http://college.hmco.com>; select ESL). Houghton Mifflin's English as a Second Language web site includes links to textbook web sites and also features EXPRESLINK, an Internet activity site designed to help students develop language skills from authentic web sites.

## THE CORRELATION

### **Stylistic development is nurtured by emphasizing the following:**

- a wide-ranging vocabulary used appropriately and effectively  
PE: 21-28, 89, 91-98, 159, 239-245, 322-323, 325-332, 381-382, 383-391, 447-457, 546-547
- a variety of sentence structures, including appropriate use of subordination and coordination  
PE: 18-19, 89-90, 159, 237, 322-323, 381-382, 443-445, 546-547, 564, 583, 598, 626, 650
- a logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis  
PE: 18-19, 89, 91-98, 159, 161-168, 237, 239-245, 383-391, 443-445, 447-457, 546-547
- a balance of generalization and specific illustrative detail  
PE: 21-28, 89, 159, 161-168, 237, 325-332, 381-382, 383-391, 443-445, 447-457, 546-547
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure  
PE: 21-28, 89, 239-241, 383-391, 443-445, 447-457, 546-547

### **Upon completing the Language and Composition course, the students should be able to:**

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques  
PE: 8-10, 11-12, 29-36, 37-43, 44-52, 53-63, 99-106, 107-112, 136-148, 169-172, 193-207, 208-222, 250-256, 279-296, 297-321, 350-360, 370-380, 403-409, 418-433, 458-464, 478-488, 509-519
- apply effective strategies and techniques in their own writing  
PE: 16-19, 21-28, 89-90, 91-98, 159, 161-168, 237, 239-245, 322-323, 325-332, 443-445, 447-457, 546-547

- create and sustain arguments based on readings, research and/or personal experience  
PE: 447-457, 546-547, 564, 574, 583, 598, 610-611, 626, 650
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings  
PE: 35-36, 43, 52, 63, 72-73, 89-90, 105, 134, 159, 171-172, 191-192, 221-222, 237, 255-256, 263, 277-278, 322-323, 336-337, 348-349, 368-369, 381-382, 394-395, 408-409, 432-433, 476, 518, 546-547
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions  
PE: 35-36, 43, 52, 63, 72-73, 89-90, 105, 134, 159, 171-172, 191-192, 221-222, 237, 255-256, 263, 277-278, 322-323, 336-337, 348-349, 368-369, 381-382, 394-395, 408-409, 432-433, 476, 518, 546-547
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions  
PE: 91-98, 159, 239-245, 322-323, 325-332, 381-382, 447-457, 546-547, 564, 574, 583, 598, 610-611, 626, 650
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review  
PE: 16-19, 21-28, 89-90, 91-98, 159, 161-168, 237, 239-245, 322-323, 325-332, 381-382, 383-391, 443-445, 447-457, 546-547

## REPRESENTATIVE AUTHORS

The Advanced Placement Course Description for English Language and Composition does not require that certain authors be covered. However, it does list “representative authors” that would “suggest the range and quality of reading expected in the course.” A number of these authors are found in *The Riverside Reader*.

Maya Angelou

Wendell Berry

Judith Ortiz Cofer

Martin Luther King, Jr.

Maxine Hong Kingston

Joyce Carol Oates

George Orwell

Richard Rodriguez

Carl Sagan

Scott Russell Sanders

Calvin Trillin

Alice Walker

Jonathan Weiner