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SPRING 2018–WINTER 2019
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“This is the most succinct and sensible revision to MLA documentation style in my long career.”

—Andrea A. Lunsford, Stanford University

The Modern Language Association, the authority on research and writing, takes a fresh look at documenting sources in the eighth edition of the MLA Handbook. Works are published today in a dizzying range of formats. A book, for example, may be read in print, online, or as an e-book—or perhaps listened to in an audio version. On the Web, modes of publication are regularly invented, combined, and modified. Previous editions of the MLA Handbook provided separate instructions for each format, and additional instructions were required for new formats. In this groundbreaking new edition of its best-selling handbook, the MLA recommends instead one universal set of guidelines, which writers can apply to any type of source.

Shorter and redesigned for easy use, the eighth edition of the MLA Handbook guides writers through the principles behind evaluating sources for their research. It then shows them how to cite sources in their writing and create useful entries for the works-cited list.

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Winner of the Nobel Prize in Literature in 2006, Orhan Pamuk is Turkey’s preeminent novelist and an internationally recognized figure of letters. Influenced by both Turkish and European literature, his works interrogate problems of modernity and of East and West in the Turkish context and incorporate the Ottoman legacy linguistically and thematically. The stylistic and thematic aspects of his novels, his intriguing use of intertextual elements, and his characters’ metatextual commentaries make his work rewarding in courses on world literature and on the postmodern novel. Pamuk’s nonfiction writings extend his themes of memory, loss, personal and political histories, and the craft of the novel.

Part 1, “Materials,” provides biographical background and introduces instructors to translations and critical scholarship that will elucidate Pamuk’s works. In part 2, “Approaches,” essays cover topics that support teachers in a range of classrooms, including Pamuk’s use of the Turkish language, the political background to Pamuk’s novels, the politics of translation and aesthetics, and Pamuk’s works as world literature.


“This is a ‘handbook’ in its best sense, both for teaching Orhan Pamuk and for reflecting on critical methodology. This volume will be a significant contribution to literary scholarship and related fields.”

—Ülker Gökberk, Reed College
“Emilia Pardo Bazán (1851–1921) was the most prolific and influential woman writer of late-nineteenth-century Spain,” write the editors of this volume. Her writings—novels, novellas, short stories, essays, plays, travel writing, cookbooks—cover topics from science and technology to fashion to gender equality. In a literary style characterized by brilliance, they contend with the critical issues of her time and are compelling to teach today.

Part 1, “Materials,” provides biographical and critical resources, an overview of Pardo Bazán’s vast oeuvre, and a literary-historical time line. It also reviews secondary sources, editions and translations, and digital resources. The essays in part 2, “Approaches,” explore Pardo Bazán’s engagement with contemporary literary movements, feminism and gender, nation and the late Spanish empire, Spanish and Galician identities, and nineteenth-century scientific and medical discourses. Film adaptations and translations of her works are also addressed. Instructors of courses on world literature, nineteenth-century literature, gender studies, and Spanish-language courses will find the volume invaluable.

CONTRIBUTORS: Maryellen Bieder, Alicia Cerezo, Lou Channon-Deutsch, Isabel Clúa, Denise DuPont, Zachary Erwin, Hazel Gold, Francisca González Arias, María Luisa Guardiola, Rebecca Ingram, Susan M. McKenna, Helena Miguélez-Carballeira, Lisa Nalbone, Carmen Pereira-Muro, Dale J. Pratt, Íñigo Sánchez-Llama, Jennifer Smith, Erika M. Sutherland, Joyce Tolliver, Harriet Turner, Javier Torre, Linda M. Wiilem
Approaches to Teaching the Works of Charles W. Chesnutt

Edited by Susanna Ashton and Bill Hardwig

“This collection goes a long way in engaging the depth and complexity of Chesnutt’s oeuvre, and it focuses on the challenges and joys of teaching his work to a diverse undergraduate population.”

—Tess Chakkalakal, Bowdoin College

Growing up in Cleveland after the Civil War and during the brutal rollback of Reconstruction and the onset of Jim Crow, Charles W. Chesnutt could have passed as white but chose to identify himself as black. An intellectual and activist involved with the NAACP who engaged in debate with Booker T. Washington and W. E. B. Du Bois, he wrote fiction and essays that addressed issues as various as segregation, class among both blacks and whites, Southern nostalgia, and the Wilmington coup d’état of 1898. The portrayals of race, racial violence, and stereotyping in Chesnutt’s works challenge teachers and students to contend with literature as both a social and an ethical practice.

In part 1 of this volume, “Materials,” the editors survey the critical reception of Chesnutt’s works in his lifetime and after, along with the biographical, critical, and archival texts available to teachers and students. The essays in part 2, “Approaches,” address such topics in teaching Chesnutt as his use of dialect, the role of intertextuality and genre in his writing, irony, and his treatment of race, economics, and social justice.

CONTRIBUTORS: Katherine Adams, Margaret D. Bauer, Ernestine Pickens Glass, William Gleason, George Gordon-Smith, Jennifer Riddle Harding, Sarah Ingle, Kathryn S. Koo, Gregory Laski, Janaka Lewis, Trinyan Paulsen Mariano, Jeffrey W. Miller, Shirley Moody-Turner, Marisa Parham, Hollis Robbins, Francesca Sawaya, Ryan Simmons, Mark Sussman, Sarah Wagner-McCoy, Brian Yothers, Mary E. Brown Zeigler

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The moving, richly allegorical poem *Pearl* was likely written by the anonymous poet who also penned *Sir Gawain and the Green Knight*. In it, a man in a garden, grieving the loss of a beloved pearl, dreams of the Pearl-Maiden, who appears across a stream. She teaches him the nature of innocence, God’s grace, meekness, and purity. Though granted a vision of the New Jerusalem by the Pearl-Maiden, the dreamer is pained to discover that he cannot cross the stream himself and join her in bliss—at least not yet. This extraordinary poem is a door into late medieval poetics and Catholic piety.

Part 1 of this volume, “Materials,” introduces instructors to the many resources available for teaching the canonical yet challenging *Pearl*, including editions, translations, and scholarship on the poem as well as its historical context. The essays in part 2, “Approaches,” offer instructors tools for introducing students to critical issues associated with the poem, such as its authorship, sources and analogues, structure and language, and relation to other works of its time. Contributors draw on interdisciplinary approaches to outline ways of teaching *Pearl* in a variety of classroom contexts.


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“The volume is very well organized, and its usefully varied contents offer essays that should appeal both to medievalists and nonmedievalists teaching the course in surveys.”

—Randy Schiff, University at Buffalo State University of New York
Approaches to Teaching Baraka’s Dutchman

Edited by Matthew Calihman and Gerald Early

“Beyond providing insights into the play, its history, and its context, this inspiring volume gives tips on how to ease students into Baraka’s drama. In short, it helps teachers both understand and teach this disturbing, influential, and great American play.”

—William J. Harris, University of Kansas

First performed in 1964, Amiri Baraka’s play about a charged encounter between a black man and a white woman still has the power to shock. The play, steeped in the racial issues of its time, continues to speak to racial violence and inequality today.

This volume offers strategies for guiding students through this short but challenging text. Part 1, “Materials,” provides resources for biographical information, critical and literary backgrounds, and the play’s early production history. The essays of part 2, “Approaches,” address viewing and staging Dutchman theatrically in class. They help instructors ground the play artistically in the black arts movement, the beat generation, the theater of the absurd, pop music, and the blues. Background on civil rights, black power movements, the history of slavery, and Jim Crow laws helps contextualize the play politically and historically.

Approaches to Teaching the Works of Gertrude Stein

Edited by Logan Esdale and Deborah M. Mix

“The pleasure in reading these essays is to discover that instructors using different Stein texts in a variety of courses find interesting ways of moving students away from their initial resistance.”

—Edward Burns, William Paterson University

Gertrude Stein studied psychology at Radcliffe with William James and went on to train as a medical doctor before coming out as a lesbian and moving to Paris, where she collected contemporary art and wrote poetry, novels, essays, and libretti. A trail-blazing modernist, she was attacked by more than one generation of critics and has influenced more than one generation of writers.

Part 1 of this volume, “Materials,” provides information and resources that will help teachers and students begin their study of Stein. The essays of part 2, “Approaches,” introduce major topics to be covered in the classroom: race, gender, feminism, sexuality, narrative form, cubism in literature and art, writers during World War II, and Stein’s experimentation with genre in an unusually wide range of contexts.


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Approaches to Teaching the Works of Ralph Waldo Emerson

Edited by Mark C. Long and Sean Ross Meehan

“The collection addresses diverse settings and pedagogical approaches beyond the traditional ones, and the roster of contributors includes some of the very best Emerson scholars. I learned something new and valuable about Emerson from every essay.”

—Robert D. Habich, Ball State University

A leader of the transcendentalist movement and one of the country’s first public intellectuals, Ralph Waldo Emerson has been a long-standing presence in American literature courses. Today he is remembered for his essays, but in the nineteenth century he was also known as a poet and orator who engaged with issues such as religion, nature, education, and abolition.

This volume presents strategies for placing Emerson in the context of his time, for illuminating his rhetorical techniques, and for tracing his influence into the present day and around the world. Part 1, “Materials,” offers guidance for selecting classroom editions and information on Emerson’s life, contexts, and reception. Part 2, “Approaches,” provides suggestions for teaching Emerson’s works in a variety of courses, not only literature but also creative writing, religion, digital humanities, media studies, and environmental studies. The essays in this section address Emerson’s most frequently anthologized works, such as Nature and “Self-Reliance,” along with other texts including sermons, lectures, journals, and poems.


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Approaches to Teaching World Literature 155
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EPUB ISBN 978-1-60329-375-4
This collection constitutes a rich educational tool for instructors of French who want to teach and study this great novel.”

—Jacques Neefs, Johns Hopkins University

The greatest work of one of France’s greatest writers, Victor Hugo’s Les Misérables seemed stylistically and even politically out of date when it was published in 1862. But its indictment of injustice, concern for those suffering in misery, unapologetic embrace of the ideals of the French Revolution, and memorable characters have proved irresistible to readers for a century and a half. The novel’s length, multiple narratives, and encyclopedic digressiveness make it a pleasure to read but a challenge to teach, and this volume is designed to address the needs of instructors in a variety of courses that include the novel in excerpts or as a whole.

Part 1 of the volume, “Materials,” provides guidance on editions in French and in English translation, biographies, criticism, and maps. Part 2, “Approaches,” contains essays that discuss the novel’s conceptions of misère, sexuality, and the politics of the time and that demonstrate techniques for teaching the context of its literary market, adaptations, place in popular culture, and relation to other novels of its time.


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220 pp. - 6 x 9
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MLA member price: $16.80
Approaches to Teaching Bechdel’s Fun Home

Edited by Judith Kegan Gardiner

Afterword by Alison Bechdel

“An valuable, thoughtful, and broadly engaged set of essays that will inform the teaching of Fun Home across a number of levels: late high school, undergraduate, and graduate.”

—Jane Tolmie, Queen’s University

Alison Bechdel’s Fun Home: A Family Tragicomic has quickly joined the ranks of celebrated literary graphic novels. Set in part at a family-run funeral home, the book explores Alison’s complicated relationship with her father, a closeted gay man. Amid the tensions of her home life, Alison discovers her own lesbian sexuality and her talent for drawing. The coming-of-age story and graphic format appeal to students. However, the book’s nonlinear structure; intertextuality with modernist novels, Greek myths, and other works; and frank representations of sexuality and death present challenges in the classroom.

This volume offers strategies for teaching Fun Home in a variety of courses, including literature, women’s and gender studies, art, and education. Part 1, “Materials,” outlines the text’s literary, historical, and theoretical allusions. The essays of part 2, “Approaches,” emphasize the work’s genres, including autobiography and graphic narrative, as well as its psychological dimensions, including trauma, disability, and queer identity. The essays give options for reading Fun Home along with Bechdel’s letters and drafts; her long-running comic strip, Dykes to Watch Out For; the Broadway musical adaptation of the book; and other stories of LGBTQ lives.


WINTER 2018–19
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A series of dream visions, *Piers Plowman* is a moral reckoning of the whole of medieval England, in which every part of society—from church and king to every sort of “folk”—is considered in the light of the narrator’s interpretation of Christian revelation. The Middle English poem, rich and beautiful, is a particular challenge to teach: it exists in three versions, lacks a continuous narrative, is written in a West Midlands dialect, weaves a complex allegory, and treats complicated social and political issues, such as labor, Lollardy, and popular uprising.

Part 1 of this volume, “Materials,” discusses the different versions, critical and classroom editions, and translations of the poem, as well as the many secondary sources. Part 2, “Approaches,” helps students engage with the poem’s versification, understand its protagonist and treatment of poverty and equity, and discern connections to the work of other medieval poets, such as Dante and Chaucer.

**CONTRIBUTORS:** Judith Anderson, C. David Benson, Gina Brandolino, Lawrence M. Clopper, Ian Cornelius, Kate Crassons, Axton Crolley, Mary Clemente Davlin, Richard K. Emmerson, Andrew Galloway, Ralph Hanna, Madonna Hettinger, Sarah A. Kelen, Kathryn Kerby-Fulton, David Lawton, Thomas Prendergast, Elizabeth Robertson, William E. Rogers, Emily Steiner, Stephanie Trigg, Mícheál Vaughan, Lawrence Warner, Nicholas Watson

“This volume offers an exceptionally rich variety of approaches and... has the potential to open *Piers Plowman* to many different audiences.”

—Sarah Powrie, St. Thomas More College
Approaches to Teaching the Works of Amitav Ghosh

Edited by Gaurav Desai and John Hawley

The prizewinning author of novels, nonfiction, and hybrid texts, Amitav Ghosh grew up in India and trained as an anthropologist. His works have been translated in over thirty languages. They cross and mix a number of genres, from science fiction to the historical novel, incorporating ethnohistory and travelogue and even recuperating dead languages. His subjects include climate change, postcolonial identities, translocation, migration, oceanic spaces, and the human interface with the environment.

Part 1 of this volume discusses editions of Ghosh’s works and major works of scholarship. The essays in part 2, “Approaches,” present ideas for teaching Ghosh’s works through considerations of postcolonial feminism, historicity in the novels, environmentalism, language, sociopolitical conflict, genre, intersectional reading, and the ethics of colonized subjecthood. Guidance for teaching Ghosh in different contexts, such as general education, world literature, or single-author classes, is provided.

Teaching Modern Arabic Literature in Translation
Edited by Michelle Hartman

“Excellent, timely, and well curated—the collection will fill a gaping need because it engages in thoughtful public discussion on the content and methodology for Arabic literature in translation courses.”

—Kamran Rastegar, Tufts University

Understanding the complexities of Arab politics, history, and culture has never been more important for North American readers. Yet even as Arabic literature is increasingly being translated into English, the modern Arabic literary tradition is still often treated as other—controversial, dangerous, difficult, esoteric, or exotic. This volume examines modern Arabic literature in context and introduces creative teaching methods that reveal to anglophone students the literature’s richness, relevance, and power.

Addressing the complications of translation head on, the volume interweaves such important issues as gender, the Palestinian-Israeli conflict, and the status of Arabic literature in world literature. Essays cover writers from the recent past, like Emile Habiby and Tayeb Salih; contemporary Palestinian, Egyptian, and Syrian literatures; and the literature of the nineteenth-century Nahda.

CONTRIBUTORS: Allan Hibbard, Rebecca C. Johnson, Rula Jurdi, Maya Kesrouany, Anne-Marie McManus, Philip Metres, Mara Naaman, M. Lynx Qualey, Ken Seigneurie, Caroline Seymour-Jorn, Stephen Sheehi

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Behind our contemporary experience of globalization, precarity, and consumerism lies a history of colonization, increasing literacy, transnational trade in goods and labor, and industrialization. Teaching British laboring-class literature of the eighteenth and nineteenth centuries means exploring ideas of class, status, and labor in relation to the historical developments that inform our lives as workers and members of society. This volume demonstrates pedagogical techniques and provides resources for students and teachers on autobiographies, broadside ballads, Chartism and other political movements, georgics, labor studies, satire, service learning, writing by laboring-class women, and writing by laboring people of African descent.


“[A] very rich volume, full of good ideas and likely to be of great value to instructors and scholars. I was impressed by the inventive and imaginative methods the contributors described to teach this fairly new topic.”

—John Goodridge, Nottingham Trent University
The study of the history of the English language (HEL) encompasses a broad sweep of time and space, reaching back to the fifth century and around the globe. Further, the language has always varied from place to place and continues to evolve today. Instructors face the challenge of fitting this vast subject into one semester of study and the challenge of engaging students with unfamiliar material and techniques. This volume guides instructors in choosing among many possibilities to design an HEL course to match their own interests and institutions.

The essays consider what subjects of HEL to include, how to organize the course, and what textbook to assign. They offer historical approaches and those that are not structured by chronology. Sample assignments provide opportunities for students to conduct original research, work with archives and digital resources, and investigate language in their communities. The essays also help them question notions of linguistic correctness.


"I am thoroughly impressed by this collection. Although I have taught the history of the English language for many years at both the undergraduate and graduate levels, I found many things in the volume that I plan to adopt in future classes."

—Peter J. Grund, University of Kansas
The Italian romance epic of the fifteenth and sixteenth centuries, with its multitude of characters, complex plots, and roots in medieval Carolingian and Arthurian chivalric romances, was a form popular with courtly and urban audiences. In the hands of writers such as Boiardo, Ariosto, and Tasso, works of remarkable sophistication, which combined high seriousness and low comedy, emerged. Cervantes, Milton, Ronsard, Shakespeare, and Spenser were influenced by them.

In this volume, instructors will find ideas for teaching the Italian Renaissance romance epic along with its adaptations for film, theater, paintings, and music. An extensive resources section provides online sources, critical studies, anthologies, and reference works.

“Caterina Albert is an excellent choice for this MLA series. She is a superb writer in a period—roughly modernist—that has drawn increasingly critical attention.”

—Geraldine C. Nichols, University of Florida

Caterina Albert i Paradís (1869–1966) began her career with a scandal. Her dramatic monologue “The Infanticide,” delivered by a young woman, won prizes and garnered the attention of the Catalan literary world, but its harsh theme drew outrage when the anonymous author was revealed to be a woman. In the tradition of George Eliot, George Sand, and other controversial women authors, Albert had assumed a man’s name, Víctor Català. She continued to write unflinching narratives, mostly in Catalan, of the people and life around her, producing a body of work still enlisted today to help the Catalan language resist the dominance of Peninsular Spanish.

Albert shares with her contemporaries Anton Chekhov and Emilia Pardo Bazán an intense interest in the psychological development of characters and in narrative strategies, and the short stories collected here highlight her range of style and grasp of human nature. Kathleen McNerney provides an introduction to recent Catalan political and literary history, in which she contextualizes Albert’s themes, feminism, and formal techniques.
The Arab Renaissance

A Bilingual Anthology of the *Nahda*

Edited by Tarek El-Ariss

“This book’s publication is a transformative event, making available for the first time, in Arabic as well as in English, both classic and unusual material from the explosion of writing that shook up the Arab world in the nineteenth and early twentieth centuries.”

—Saree Makdisi
University of California, Los Angeles

In the *Nahda*, or Arab Renaissance, from the early nineteenth to the early twentieth century, Arab culture and politics for the first time responded to European modernity and faced the challenges to Arab power, tradition, and identity posed by the industrial, colonial nations of the West. In the process, Arab society both imitated and innovated, translating contemporary foreign texts, adopting new genres, developing journalism, creating a new publishing industry, and building new educational systems as it changed under conflicting forces: nationalism, secularism, Islamic revival, and language reforms.

Collected in this anthology are texts by intellectuals, writers, clergy, and political figures that deal with authority, social norms, conventions and practices both secular and religious, gender roles, class, travel, and technology. Presented in the original Arabic and in English translation, they will be of interest to students of Arabic language and culture, history, cultural studies, gender studies, and other disciplines.
Selected Poetry and Prose of Évariste Parny

In English Translation, with French Text

Edited by Françoise Lionnet
Translated by Peter Low and Blake Smith

“The introductory material, the content of Parny’s writings, and the translations and notes are accessible and readable. It was a pleasure to read this volume.”

—Doris Kadish, University of Georgia

Praised by Voltaire and admired by Pushkin, Évariste Parny (1753–1814) was born on the island of Réunion, which is east of Madagascar, and educated in France. His life as a soldier and government administrator allowed him to travel to Brazil, Africa, and India. Though from the periphery of France’s colonial empire, he ultimately became a member of the Académie Française. Despite his reaching that pinnacle of respectability, some of his poetry was banned after his death.

This edition includes poems from the Poésies érotiques and Élégies, which established Parny’s reputation; the Chansons madécasses (“Madagascar Songs”), which were influential in the development of the prose poem; five of his published letters, written in a mixture of prose and verse; the narrative poem “Le Voyage de Céline”; and selections from his sardonic, anticlerical later poetry. A substantial introduction discusses Parny’s poetry in connection with its literary context and the themes of gender, race, and postcoloniality.
Thanks to an increasingly interconnected global economy, the role of study abroad in twenty-first-century education has expanded. Student participation continues to grow as disciplinary offerings broaden; meanwhile, programs face persistent challenges to maximize access, strengthen language learning and multicultural awareness, reduce research bias, ensure funding, and maintain safety and security.

Designed as a resource for use in creating and conducting courses and programs overseas, *Study Abroad: Traditions and New Directions* presents a diverse picture of options for study abroad. Contributors’ experiences teaching in Asia, Africa, Europe, the Caribbean, and Central America inform analyses of global trends, recommendations for enhanced learning, and course models that can be adapted for a variety of programs and locations. Essays discuss current policies, procedures, and formats including language immersion, interdisciplinary studies, mentored research, professional training abroad, service learning, and institutional partnerships.
BEST-SELLING TITLES

Helping Students Write Well
A Guide for Teachers in All Disciplines, 2nd edition
Barbara E. Fassler Walvoord

A manual for college instructors seeking to integrate writing into their courses more effectively, this book suggests techniques for responding to student work, guiding student peer groups, and dealing with specific writing problems.

1986. 253 pp. • 6 × 9
MLA member price: $13.83

An Introduction to Bibliographical and Textual Studies
4th edition
William Proctor Williams and Craig S. Abbott

The authors address analytic bibliography, descriptive bibliography, a text and its embodiments, textual criticism, and editorial procedure.

"The book belongs in all academic libraries in which literature is studied at any level beyond rudimentary sophistication."
—Choice

2009. 188 pp. • 6 × 9
Paper ISBN 978-1-60329-040-1 $24.00 trade
MLA member price: $16.80

Introduction to Scholarship in Modern Languages and Literatures
3rd edition
David G. Nicholls, ed.

In this collection of essays, distinguished scholars of language and literature acquaint upper-level students with the forms and practice of research and criticism in language and literature.

"Here we have the essential guide to language and literary studies in the twenty-first century."
—Simon E. Gikandi, Princeton University

2007. 370 pp. • 7 × 10
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The Transformation of English and American Literary Studies
Stephen Greenblatt and Giles Gunn, eds.

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—American Studies International

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A Research Guide for Undergraduate Students
6th edition
Nancy L. Baker and Nancy Huling

"This title holds place in the undergraduate reference canon alongside the MLA Handbook for Writers of Research Papers. It belongs in every undergraduate library and in the hands of students writing research papers on American or English literature."
—Choice

2006. 96 pp. • 6 × 9
Paper ISBN 978-0-87352-924-2 $12.00 trade
MLA member price: $8.40

Helping Students Write Well
How to Edit Your Own Writing
Claire Kehnwald Cook

This clearly written book shows the techniques professional editors use to revise flawed prose. It contains a glossary of usages (e.g., comprise vs. compose).

"Line by Line . . . encourages and facilitates a precision in English syntax and usage that will add force to the work of any writer."
—College Composition and Communication

Copublished with Houghton Mifflin

1985. 219 pp. • 6 × 9
Cloth edition available at paperback price
MLA member price: $9.77

Literature as Exploration
5th edition
Louise M. Rosenblatt, with a foreword by Wayne Booth

Rosenblatt’s transactional theory of literature examines the reciprocal nature of the literary experience and explains why meaning is neither in the text nor in the reader.

1995. 321 pp. • 6 × 9
Cloth ISBN 978-0-87352-567-1 $24.00 short
MLA member price: $16.80

Copublished with Houghton Mifflin
Now containing nearly 150 volumes, this popular MLA series (ISSN 1059-1133) addresses a broad range of literary texts. Each volume surveys teaching aids and critical material and brings together essays in which experienced teachers discuss approaches they have found effective in keeping classroom discussions lively.
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