

The McGraw-Hill Reader: Issues Across the Disciplines

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Approaching a liberal arts tradition in the classroom, across the curriculum, and beyond, The McGraw-Hill Reader offers rich and diverse readings in education, the social sciences, business and economics, the humanities, and the sciences. This new eleventh edition offers a new focus on reading and composing across various media; it includes over 100 selections from prominent thinkers and writers; each essay was chosen to provoke critical thought and encourage effective writing.

Gilbert H. Muller, who received a Ph.D. 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*, 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.

Other Books

EBOOK: *The Scholarship of Teaching and Learning in Higher Education*, This book is designed for lecturers on a wide range of professional courses. It directly addresses questions that come up again and again in seminar discussions; questions that are fundamental to the values and perspectives of academics across the disciplines: What is meant by the scholarship of teaching and learning in higher education? What is the purpose of higher education? Are lecturers really 'students' on these courses? How do you do 'reflective' writing? What do we do with all this theory and jargon? What does CPD in this area involve? How do you do 'research' on teaching and learning? This book does not treat each element of the curriculum separately - course design, assessment, evaluation of teaching etc. - since that approach has been well handled by others. Instead, like other books in the series, it addresses elements of the curriculum in an integrated way, thereby educating the reader in how to approach a range of higher education related issues. This book provides a scholarly introduction to the literature on these questions. Like other books in the series, it offers a concise treatment of complex questions. It also provides directions for future study. Contributors: Matthew Alexander, Glynis Cousin, Helen Fallon, Ian Finlay, Diana Kelly, Ruth Lowry, Marion McCarthy, Rowena Murray, Jacqueline Potter, Christine Sinclair, Sarah Skerratt and Barry Stierer.

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