CONTENTS

INTRODUCTION .................................................................xiii
Patrick Sullivan, Howard Tinberg, and Sheridan Blau

I The Nature of the Problem

1 “Learning to Read as Continuing Education” Revisited:
   An Active Decade, but Much Remains to Be Done ..........3
   David A. Jolliffe

2 From Twilight to The Satanic Verses: Unexpected
   Discoveries about Reading and Writing in the High
   School Classroom .......................................................23
   Sam Morris

3 Device. Display. Read: The Design of Reading and
   Writing and the Difference Display Makes ....................33
   Kathleen Blake Yancey, Jacob W. Craig, Matthew Davis, and
   Michael Spooner

4 Why Read? A Defense of Reading and the Humanities
   in a STEM-Centric Era ..............................................57
   Jason Courtmanche

II Listening to Students

5 The Unschooled Writer .................................................83
   Meredith Ross

   “Faithfully Clinched”: A Response to “The Unschooled
   Writer” .................................................................99
   John Pekins

6 Seeing the Differences: Writing in History
   (and Elsewhere) ....................................................109
   Evan Pretzlaff
CONTENTS

Shaping the Lenses: A Response to “Seeing the Differences: Writing in History (and Elsewhere)” .......................... 119
Linda Adler-Kassner

7 Development and Duality .................................................. 122
Taryn “Summer” Walls
Writing with Courage: A Response to “Development and Duality” ............................................. 135
Ronald F. Lunsford

III Practical Strategies for Teaching Deep Reading in the Writing Classroom

8 “Deep Reading” as a Threshold Concept in Composition Studies ................................................. 143
Patrick Sullivan

9 Getting Our Students Ready for College and Career: It Doesn’t Have to Be Greek to Us ..................... 172
Kelly Cecchini

10 Preparing College-Level Readers to Define Reading as More Than Mastery .................................... 188
Ellen C. Carillo

11 Unleashing Students’ Capacity through Acceleration .......................................................... 210
Katie Hern

12 Writing Centers Are Also Reading Centers: How Could They Not Be? ..................................... 227
Muriel Harris

13 When Writers Encounter Reading in a Community College First-Year Composition Course ............ 244
Howard Tinberg

14 How the Teaching of Literature in College Writing Classes Might Rescue Reading as It Never Has Before .. 265
Sheridan Blau

15 Building Mental Maps: Implications from Research on Reading in the STEM Disciplines .............. 291
Rebecca S. Nowacek and Heather G. James

16 Unruly Reading ................................................................. 313
Mariolina Rizzi Salvatori and Patricia Donahue

— x —
Contents

IV Letters to Students about Reading
17 An Open Letter to High School Students about Reading . 339
   Patrick Sullivan
18 Kick Back, Slide Down, and Enjoy the Cruise, or
   Slow Reading Is Like Low Riding .................. 345
   Alfredo Celedón Luján
Afterword ..................................................... 354
   Alice S. Horning

Index ............................................................ 363
Editors ............................................................ 377
Contributors .................................................... 381