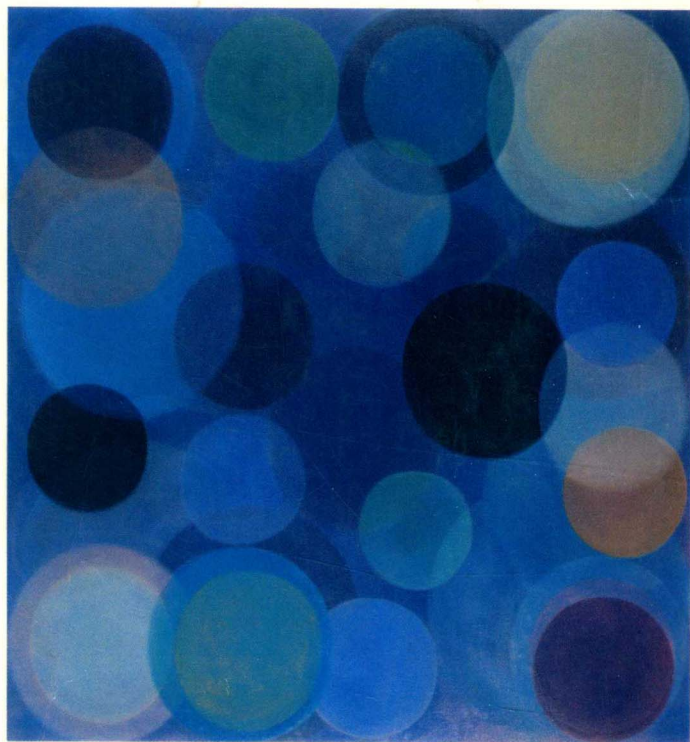


READING CRITICALLY

A READER AND GUIDE

WRITING WELL

EIGHTH EDITION



Rise B. Axelrod
Charles R. Cooper
Alison M. Warriner

EIGHTH EDITION

READING CRITICALLY WRITING WELL

A READER AND GUIDE

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Preface

Read, read, read . . . Just like a carpenter who works as an apprentice and studies the master. Read!

—WILLIAM FAULKNER

I went back to the good nature books that I had read. And I analyzed them. I wrote outlines of whole books—outlines of chapters—so that I could see their structure. And I copied down their transitional sentences or their main sentences or their closing sentences or their lead sentences. I especially paid attention to how these writers made transitions between paragraphs and scenes.

—ANNIE DILLARD

In these quotations, the Nobel Prize–winning novelist William Faulkner and the Pulitzer Prize–winning essayist Annie Dillard tell us what many authors know intuitively—that reading critically helps writers learn to write well. Reading closely and critically also helps students become analytical thinkers.

Now in its eighth edition, *Reading Critically, Writing Well* helps students see the connection between reading closely and critically and writing thoughtfully and effectively. By using the book's approach, students learn how texts work rhetorically to achieve their purposes with particular readers. They also learn an array of strategies for critical reading and thinking—strategies that contribute to enhanced comprehension of a text, inspire active engagement with it, and stimulate analysis of the text's as well as the reader's own assumptions, values, and beliefs.

This book brings critical reading and writing together by engaging students in two fundamental ways of reading: reading for meaning and reading like a writer. While Reading for Meaning sections give students insight into how readers construct meanings from what they read, Reading like a Writer sections teach students how to construct their own texts rhetorically to influence their readers' understanding and critical response. The two strategies are introduced in Chapter 1, developed further at the beginning of each subsequent chapter, and applied to every reading selection throughout the text. Through continued use of these two critical reading strategies, students gain confidence in their ability to read with a critical eye and to write effectively in different rhetorical situations.

FEATURES

The special features of *Reading Critically, Writing Well* include:

Engaging Readings Demonstrating Eight Different Types of Real-World Writing

Reading Critically, Writing Well includes 48 readings—four published essays and two student essays in each assignment chapter (Chapters 2–9). Each of these chapters focuses on a specific type of writing that students will encounter during college or on the job, including four expository genres (autobiography, observation, reflection, and explanation of concepts) and four argumentative genres (evaluation, speculation about causes or effects, proposal to solve a problem, and position on a controversial issue). Chosen to stimulate lively class discussion and to illustrate a variety of writing strategies, the readings provide students with provocative perspectives on many important topics. You will find many tried and true essays by distinguished professional and academic writers such as Annie Dillard, Brent Staples, David Quammen, Deborah Tannen, Stephen King, Amitai Etzioni, and Michael Pollan.

Uniquely Thorough Instruction in the Reading-Writing Connection

Reading Critically, Writing Well teaches students how to analyze the content and craft of successful writing and then shows them how to apply what they have learned to their own writing. Each assignment chapter begins with a Guide to Reading and ends with a Guide to Writing, both tailored to the distinctive features of the chapter's genre. These guides provide an array of flexible activities designed to help students learn to read a specific kind of writing with a critical eye and write it with a clear purpose for their own readers. The Guide to Reading introduces the two overall strategies for critical reading—Reading for Meaning and Reading like a Writer—that frame the questions following each reading selection. The Guide to Writing scaffolds the composing process, using concepts students have learned in their Reading like a Writer activities. These major structural elements of the book provide guidance for students in moving from critical reading to effective writing.

In addition, Appendix 1, A Catalog of Critical Reading Strategies, explains and applies to Martin Luther King Jr.'s "Letter from Birmingham Jail" seventeen additional strategies for critical reading, from annotating and summarizing to exploring the significance of figurative language and judging the writer's credibility.

"Reading for Meaning" Activities That Teach Students to Read Deeply and Critically

Three class-tested Reading Meaning activities following each selection give students three different kinds of help in understanding and interpreting what

they are reading. The first activity, Read to Comprehend, helps students focus on an important aspect of the reading and summarize it. Students are also invited to think about word choice and to define any words they do not understand. The second activity, Read to Respond, engages students in exploring aspects of the reading that resonate for them or that stimulate strong reactions. The third activity, Read to Analyze Assumptions, leads students to think more critically about the cultural beliefs and values implicit in the reading's word choices and assertions. Students are also encouraged to examine the cultural bases for their own assumptions as readers. Each of these three Reading for Meaning activities concludes with a list of additional critical reading strategies from Appendix 1 that would most productively enhance the student's continued efforts to comprehend, respond to, or analyze the assumptions of the reading.

"Reading like a Writer" Activities That Teach Students to Read Rhetorically

The Reading like a Writer activities help students learn how to examine and assess the effectiveness of a writer's choices in light of the purpose and audience—that is, to read rhetorically. The Guide to Reading at the beginning of each chapter presents several Reading like a Writer activities that introduce the rhetorical strategies typical of the genre. Each subsequent essay in a chapter is followed by a Reading like a Writer activity inviting students to learn more about one of these strategies. Altogether, each chapter invites students to complete nine or ten focused rhetorical analyses of readings in the same genre.

Every Reading like a Writer activity directs students to a specific part of a reading—a few sentences or paragraphs—so that students lose no time wondering where to begin their analysis. Many activities show students the first step to take. Because they are focused and accessible, these activities make it possible for even the most inexperienced readers to complete them and engage in a serious program of rhetorical learning.

Guides to Writing That Support Students' Composing

As writing instructors, we know that students need help writing essays. To provide this support, each *Reading Critically*, *Writing Well* chapter concludes with a comprehensive Guide to Writing that escorts students through every stage of writing, from choosing a topic and gathering information and ideas to drafting and revising and then editing and proofreading an essay. In our experience, all students, from the most anxious to the most confident writers, benefit in some way from the Guides to Writing.

Grounded in research on composing as well as in genre and learning theory, each Guide to Writing scaffolds student learning about a genre, providing temporary support so that students can focus on one stage of writing at a time. In addition, it teaches students the kinds of questions they need to ask themselves as they write and helps them apply the rhetorical knowledge gleaned from reading to

writing an essay in the genre. To provide students with practical help to increase their rhetorical prowess, a section in every Guide to Writing, *Considering a Useful Sentence Strategy*, explains and illustrates a specific sentence pattern that writers typically use when composing in that genre, such as rhetorical questions in proposals and appositives in explanations of concepts. In addition, a Guide to Critical Reading tailored to the genre helps students engage in constructive peer critique of their classmates' writing.

Intensive Coverage of Strategies for Research and Documentation

The Guides to Writing and the comprehensive discussions of strategies for research and documentation in Appendix 2 provide students with clear, helpful guidelines for evaluating sources, integrating them with one's own writing, and citing them using the most current MLA and APA styles. With eight different genres, students have an opportunity to practice the full gamut of research strategies, from memory search to the field research methods of observation and interview to library and Internet research. In recognition that many students now begin any writing assignment by going online, the first section of each Guide to Writing, *Invention and Research*, includes advice to help students make productive use of the Web in research for that specific genre, such as searching for memorabilia for autobiographical writing or researching opposing views in argumentative essays.

Activities That Ask Students to Reflect on Their Learning

Research has shown that when students reflect on their learning, they clarify their understanding and remember what they have learned longer. Reflecting also enables students to think critically about what they have learned and how they have learned it. *Reading Critically, Writing Well* now provides three opportunities for students to reflect on their learning and also to discuss what they have learned with others: *Reflecting on Your Experience*, *Reviewing What Makes [the kind of essay] Effective*, and *Reflecting on What You Have Learned*. These activities are placed at important transitions in each chapter, at points when looking back at what they have learned will help students move forward more productively.

NEW TO THIS EDITION

Twenty-Five New Readings on Engaging Topics

Half of the reading selections—25 of 48—are new, including seven new student essays and eighteen pieces by award-winning writers such as Carolina A. Miranda, Carl Safina, and Michael Pollan; social critics such as David Brooks and

David Moberg; and distinguished professors and researchers such as Steven Doloff and Chip and Dan Heath. The new readings engage students with current topics close to their daily lives, such as evaluations of the iPod, Wikipedia, and Web sites that rate professors, as well as proposals and position papers about giving college degrees in football, starting high school later in the day, letting girls attend single-sex public schools, and teaching contraception as part of sex-education classes. New paired essays by Brooks and Moberg offer contrasting perspectives on the value of hard work and discipline in achieving financial success in the United States.

More Help with Critical Reading

The first professional essay and the second student essay in each assignment chapter are now annotated with an analysis of specific words, phrases, sentences, and passages that makes it easier for students to see features and strategies in context and models the close, critical reading students must learn to do themselves. In addition, the Read to Analyze Assumptions activity that is part of the Reading for Meaning apparatus after each essay now provides more background explanation to help students understand and write about the assumptions, values, and attitudes that inform writers and readers.

New Attention to Online Writing

Each assignment chapter now includes a feature that shows students a specific way that the chapter's genre appears in online writing, such as a blog entry for reflection and a Wikipedia article for explaining concepts. In each case, annotations, questions, and writing prompts help students see and analyze how the genre's basic features and strategies are expressed in the online medium in ways that may both resemble and differ from their expressions in print.

New Advice on Working with Sources

Because using sources effectively is essential to good academic writing, the revision section in every Guide to Writing includes new advice and help for students on working with sources. Focused on the complex rhetorical choices that students have to make, these sections address topics such as introducing sources in a paragraph, addressing opposing points of view, and avoiding plagiarism.

Instructor's Manual with New Help for the Online Classroom

The Instructor's Manual has been supplemented with material on how to use the text in an online learning environment, including both courses taught completely online and those in which instructors use course management systems such as Blackboard or WebCT to enhance their on-campus teaching.

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Rise wishes to dedicate the book to her husband, Steven, and their son, Jeremiah, in appreciation for their enduring support and love. Alison dedicates this book with love to her daughter, Dawn, and to her husband, Jeremiah.

Rise B. Axelrod
Charles R. Cooper
Alison M. Warriner

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