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Chapter 2: Becoming a Critical Reader

This chapter, in particular, begs for at least some modest MIYO customization on your part. The "Gallery of Web-Based Texts," which appears in the first section, is just a small, alphabetically arranged sampling of twenty links to the vast store of free and open materials on the Web. If you're like most instructors, you have developed your own collection of links over several semesters of teaching. Rather than (or in addition to) posting links on your course management system, consider adding them before or after the first section of this chapter. That way, users of your customized version of this text will be able to access links to additional reading materials without ever leaving the digital environment of the handbook.

There are other compelling reasons for you to consider using this handbook to support an effort to wean yourself and your department from a pricey collection of readings. As college professors, we are increasingly turning to open educational resources to combat the rising cost of textbooks and other proprietary materials. What began mostly as a reaction to textbook costs is quickly becoming a movement that promises to change the dynamics of the instructor-text-student triad. Once we wean ourselves from the "three-channel universe" of the major educational publishing houses, we discover we have far more choices. We can create and curate unique sets of course readings drawn from open texts, from the public domain, and from institutional library databases students have already paid for through their tuition and fees.

As students acculturate themselves to higher education, an important developmental milestone is their achievement of critical distance and independence from received wisdom and pre-packaged texts. Asking our students to participating alongside

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us in the ongoing process of building a body of readings can be a powerful way for us to encourage reflection about the contingency of knowledge production. We can model critical thinking by challenging our assumptions about textbooks and considering the implications of the tools and lenses we use in our everyday teaching lives.

Quite intentionally, we did not design this handbook to include proprietary readings, for two main reasons. First, we did not want to pass along permissions costs to student users, when myriad courses' worth of free and open readings could be compiled instead. Second, and perhaps more important, we wanted to encourage professors and students to collaborate in creating and curating a body of readings. In order for our students to develop meaningful, transferable, deep understanding of digital literacy, they must learn to examine texts as they exist in multiple digital contexts, not just as they are packaged to look alike in a print anthology of readings. And in order to encourage students' ownership and investment of energy into reading texts critically and carefully, we must release our hold on the reading content we presume to "cover" in our introductory writing courses.

In the traditional instructor-text-student hierarchy, the instructor is entirely responsible for providing the texts the students will examine. These texts are most often "adopted" (or endorsed) by the instructor and purchased (or accessed, if free and open) by the students, who remain passive consumers until and unless they are asked to find texts of their own to support their writing projects. The rationale for basing any kind of writing course on a body of readings is fraught. Regardless of the particular nature of texts used as course readings (whether they be literature, cultural studies, or a model of a certain genre or mode of writing), they have traditionally been used to shape the

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conversation and content of a writing course, often at the expense of student agency. This is one of the reasons why many writing teachers have moved away from a reading-heavy course at the introductory college level. They associate difficult and challenging course readings with a teacher-centric tradition from which student writing is trying to escape. They cast reading in a dichotomy against writing.

At the same time, most writing instructors agree that students must write about *something*, and college is the time to begin interacting with texts at an advanced level. But which texts, and how do we keep them from taking over the course and eclipsing our focus on student writing?

Part of the problem with reading in composition is the current medium through which college students interact with course readings. The traditional composition "reader" is an anachronism, especially when we compare it with how students already consume texts outside of an academic environment, and with how they will be expected to read professionally. A bound, print collection of "all rights reserved" readings freezes a sliver of the universe of texts into a closed, expensive, and finite product.

The use of an anthology of readings in composition reinforces a hierarchy in which the teacher (or the department) ostensibly controls the content of the course through a narrow selection of readings the students are supposed to consume. But some fictions underlie this hierarchy. Too often, the teacher ends up controlled by the content, and the student, already pressed for cash and time, takes a pass on consuming it. The irony here is that readings that go unread don't actually take over the writing course at all; they instead become a stand-in for course content and genuine student engagement.

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Section 1: Browsing the Gallery of Web-Based Texts

As it happens, I am working on a composition reader for Flat World Knowledge that will build on the philosophy I've just outlined in the introduction above. Made up almost entirely of texts in the public domain, texts using Creative Commons licenses, and links to open educational resources (OERs), *Open for Knowledge: Readings for College*, scheduled for release in the spring of 2012, will be designed to serve as a companion text to this handbook. It will be a fully curated collection featuring the apparatus of a traditional reader (introductory headnotes, questions before and after readings, assignment sequences, thematically and rhetorically arranged chapters). But by drawing its content from OERs, Creative Commons, and public domain texts, *Open for Knowledge* will be the first composition reader entirely accessible and free online, or like other Flat World Knowledge books, available for print or download at a fraction of the market cost.

I mention this point not to plug the new project, but rather to give some context for what follows here: two tentative Tables of Contents for *Open for Knowledge*, one arranged by theme, and one arranged by types of discourse. Many, but not all, of the texts featured in this TOC were originally accessed through the Gallery of Web-Based Texts. As with everything else in this Instructor's Manual, I invite you to take what you need and leave the rest, and most of all, to come up with a new collection of your own:

Chapter One: Education

The New National Primer (1840)
http://pds.lib.harvard.edu/pds/view/14153442

"America at School" (1894-1915)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/awlhtml/awlscho.html

The First Year Book: Teacher's Edition (1914)
http://pds.lib.harvard.edu/pds/view/15288459

"My Pedagogic Creed" (1897)
John Dewey
http://dewey.pragmatism.org/creed.htm

"Decennial Census Data on Educational Attainment" (1940-2000)
U.S. Census Bureau
http://www.census.gov/hhes/socdemo/education/data/census/half-century/files/US.pdf

"Commencement Address at American University" (Audio) (1963)
John F. Kennedy
http://www.jfklibrary.org/Asset-Viewer/Archives/JFKWHA-190-002.aspx

"Student Commencement Speech" (1969)
Hillary D. Rodham
http://www.wellesley.edu/PublicAffairs/Commencement/1969/053169hillary.html

"The Wilderness of Your Intuition" (1980)
Alan Alda
http://www.humanity.org/voices/commencements/speeches/index.php?page=alda_at_connecticut

"Real Freedom?" (2005)
David Foster Wallace
http://www.humanity.org/voices/commencements/speeches/index.php?page=foster_wallace_at_kenyon

"Implementing the Seven Principles: Technology as Lever" (1996)
Arthur W. Chickering and Stephen C. Ehrmann
http://www.tltgroup.org/programs/seven.html

"Character Education: An Historical Overview" (2009)
Robert Tatman, Stacey Edmonson, and John Slate
http://cnx.org/content/m20338/1.2/

"National Address to America's Schoolchildren" (2009)
Barack Obama
http://www.whitehouse.gov/the-press-office/remarks-president-a-national-address-americas-schoolchildren

"Common Core State Standards for English Language Arts" (2010)
National Governors' Association

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

"Framework for Success in Post-Secondary Writing" (2011)
Council of Writing Program Administrators
http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf

Chapter Two: Work

"The Way to Wealth" (1758)
Benjamin Franklin
http://www.archive.org/details/waytowealthorpoo00franiala

"Bartleby the Scrivener" (1853)
Herman Melville
http://www.gutenberg.org/ebooks/11231

from *Ragged Dick* (1867)
Horatio Alger
http://www.gutenberg.org/ebooks/5348

"Wealth"
Andrew Carnegie (1889)
http://www.gutenberg.org/ebooks/5348

"America at Work" (1894-1915)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/awlhtml/awlwork.html

"Radio Address Unveiling the Second Half of the New Deal" (1936)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?doc=69

"Farm Security Administration/Office of War information Black-and-White Negatives" (1935-1944)
http://www.loc.gov/pictures/collection/fsa/

"WPA Posters" (1936-1943)
http://www.loc.gov/pictures/collection/wpapos/

"The Great Society" (1964)
Lyndon B. Johnson
http://en.wikisource.org/wiki/The_Great_Society

"The Earth is Hiring" (2009)
Paul Hawken

http://www.humanity.org/voices/commencements/speeches/index.php?page=hawken_at_uportland

Chapter Three: Identity

Part Two from the *Autobiography of Benjamin Franklin* (1784)
Benjamin Franklin
http://etext.virginia.edu/toc/modeng/public/Fra2Aut.html

"Petition 1/13/77" (1777)
Prince Hall
http://www.pbs.org/wgbh/aia/part2/2h32t.html

"On the Equality of the Sexes" (1790)
Judith Sargent Murray
http://digital.library.upenn.edu/women/murray/equality/equality.html

from *Vindication of the Rights of Woman* (1792)
Mary Wollstonecraft
http://www.gutenberg.org/ebooks/3420

"What to the Slave is the Fourth of July?" (1852)
Frederick Douglass
http://teachingamericanhistory.org/library/index.asp?document=162

"Civil War Glass Negatives and Related Prints" (1861-1865)
http://www.loc.gov/pictures/collection/cwp/

"Liljenquist Collection of Civil War Photographs" (1861-65)
http://www.loc.gov/pictures/collection/lilj/

Alice's Adventures in Wonderland (1865)
Lewis Carroll
Text: http://www.gutenberg.org/ebooks/11
Audio: http://www.gutenberg.org/ebooks/19573

"The Four Freedoms" (1941)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?flash=true&doc=70

"World War II Poster Collection" (1941-1945)
http://digital.library.northwestern.edu/wwii-posters/

"Executive Order 9066" (1942)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?flash=true&doc=74

"Ansel Adams's Photographs of Japanese Internment at Manzanar" (1943)
http://www.loc.gov/pictures/collection/manz/

"Letter from a Birmingham Jail" (1963)
Martin Luther King, Jr.
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

"After the Day of Infamy: 'Man-on-the-Street' Interviews Following the Attack on Pearl Harbor" (1941)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/afcphhtml/afcphhome.html

Selections from "September 11 Television Archive" (2001)
Internet Archive
http://www.archive.org/details/sept_11_tv_archive

"Featured Drawings" (2001)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/collections/911_archive/911gal.html

Interviews from the "September 11, 2001, Documentary Project" (2001)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/collections/911_archive/title_sound_recording.html

Address to Joint Session of Congress: September 20, 2001"
George W. Bush
Text: http://www.pbs.org/newshour/bb/military/terroristattack/bush_speech_9-20.html
Video: http://www.c-spanvideo.org/program/166196-1

Chapter Four: Politics

"Give Me Liberty or Give Me Death" (1775)
Patrick Henry
Text: http://www.gutenberg.org/ebooks/6
Audio: http://librivox.org/give-me-liberty-by-patrick-henry/

"The Declaration of Independence" (1776)
Library of Congress
http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html

"Query 18" from *Notes on the State of Virginia* (1784)
Thomas Jefferson
http://etext.virginia.edu/toc/modeng/public/JefVirg.html

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"Declaration of Sentiments" (1848)
Elizabeth Cady Stanton
http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm

"Gettysburg Address" (1863)
Abraham Lincoln
http://www.ourdocuments.gov/doc.php?flash=true&doc=36

Selections from the Library of Congress's "Popular Graphic Arts" Collection
http://www.loc.gov/pictures/collection/pga/

"September 26, 1960 Presidential Debate"
John F. Kennedy and Richard M. Nixon
http://www.debates.org/index.php?page=september-26-1960-debate-transcript

"Presidential Campaign Commercials: 1960"
http://www.livingroomcandidate.org/commercials/1960

"October 7, 1984 Presidential Debate"
Ronald Reagan and Walter Mondale
http://www.debates.org/index.php?page=october-7-1984-debate-transcript

"Presidential Campaign Commercials: 1984"
http://www.livingroomcandidate.org/commercials/1984

"September 26, 2008 Presidential Debate"
Barack Obama and John McCain
http://www.debates.org/index.php?page=september-26-1960-debate-transcript

"Presidential Campaign Commercials: 2008"
http://www.livingroomcandidate.org/commercials/2008

"Farewell Address (January 17, 1961)"
Dwight D. Eisenhower
http://millercenter.org/scripps/archive/speeches/detail/3361
or
http://www.ourdocuments.gov/doc.php?doc=90

"Inaugural Address (January 20, 1961)"
John F. Kennedy
http://millercenter.org/scripps/archive/speeches/detail/3365
or
http://www.ourdocuments.gov/doc.php?doc=91

"The Crisis of Confidence" (1979)
Jimmy Carter

http://en.wikisource.org/wiki/The_Crisis_of_Confidence

"Remarks by the President during 'A Time of Healing' Prayer Service" (1995)
Bill Clinton
http://clinton1.nara.gov/White_House/EOP/OP/html/okla.html

Chapter Five: Commerce

from *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)
Adam Smith
http://www.econlib.org/library/Smith/smWNCover.html

from *Capital: A Critique of Political Economy* (1867)
Karl Marx
http://www.econlib.org/library/YPDBooks/Marx/mrxCpContents.html

Selections from "Emergence of Advertising in America: 1850-1920"
Library of Congress
http://library.duke.edu/digitalcollections/eaa/

"Barnum and Bailey and Adolph Friedlander Circus Posters" (1900)
Wikimedia Commons
http://commons.wikimedia.org/wiki/Category:Circus_posters

"Prosperity and Thrift: The Coolidge Era and the Consumer Economy" (1921-1929)
Library of Congress
http://memory.loc.gov/ammem/coolhtml/coolhome.html

"Annotated Photographs of the Coit Tower Murals" (1934)
Oakland History Collaborative
http://www.teachingamericanhistory.us/documents_2/summer_09/Coit%20_Tower_Murals.pdf

"Selected Classic TV Commercials from the Prelinger Archives"
Internet Archive
http://www.archive.org/details/ctvc

"What's Your Consumption Factor?" (2008)
Jared Diamond
http://edge.org/conversation/what-39s-your-consumption-factor

Chapter 2 from *Launch!: Advertising and Promotion in Real Time* (2009)
Michael Solomon, Lisa Duke Cornell and Amit Nizan
http://www.flatworldknowledge.com/printed-book/2145

Chapter Six: Technology

"Technology Marches On" (2011)
from Television Tropes and Idioms
http://tvtropes.org/pmwiki/pmwiki.php/Main/TechnologyMarchesOn

"Three Special Events in the History of Technology for Creating, Organizing, and Sharing Information" (2006)
C. Sidney Burruss and Richard Baraniuk
http://cnx.org/content/m13676/latest/

"The Belief that Flight is Possible to Man" (1900)
A letter from Wilbur Wright to Octave Chanute
http://memory.loc.gov/ammem/wrighthtml/wrightchan.html

"Wright Brothers Negatives" (1903)
http://www.loc.gov/pictures/collection/wri/

"Address on the Space Shuttle 'Challenger' (January 28, 1986)"
Ronald W. Reagan
http://millercenter.org/scripps/archive/speeches/detail/3413

from *Frankenstein* (1818)
Mary Shelley
Text:
http://www.gutenberg.org/ebooks/84
Audio:
http://librivox.org/frankenstein-or-modern-prometheus-by-mary-w-shelley/

"The Birthmark" (1844)
Nathaniel Hawthorne
http://www.gutenberg.org/ebooks/512

from *Looking Backward, 2000 to 1887* (1887)
Edward Bellamy
http://www.gutenberg.org/ebooks/624

from *In the Year 2889* (1889)
Jules Verne and Michel Verne
http://www.gutenberg.org/ebooks/19362

from *The Time Machine* (1898)
H. G. Wells
Text:
http://www.gutenberg.org/ebooks/35
Audio:
http://www.gutenberg.org/ebooks/17401

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Selected patents from the Smithsonian Institution Collections Search Center (1838-1905)
http://collections.si.edu
(Search Term: Patents)

"Inventing Entertainment: The Motion Pictures and Sound Recordings of the Edison Companies" (1891-1918)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/edhtml/edhome.html

"Youth" (1952)
Isaac Asimov
http://www.gutenberg.org/ebooks/31547

"Envisioning Technology" (2011)
Michael Zappa
http://michellzappa.com/map/

These same readings could be reorganized around types of discourse instead of (or in addition to) theme. Here's a version using six categories of discourse outlined by the Conference on College Composition and Communication (CCCC) in its 2007 Position Statement on Multiple Uses of Writing:

CCCC Statement on the Multiple Uses of Writing (2007). Retrieved June 6, 2011 from http://www.ncte.org/cccc/resources/positions/multipleuseswriting.

- forms of **academic discourse** that document with integrity what is known, while recording principled inquiry into the unknown, including analyses, reports, exploratory essays, essay exams, case studies, summaries, abstracts, and annotations;
- forms of **workplace discourse** that observe established conventions, though never at the expense of failing to convey ideas that enlighten and compel, including memos, proposals, evaluations, oral presentations, lab and progress reports, letters, reviews, instructions, and user manuals;
- forms of **civic discourse** that energize all manner of inclusive deliberation, the ideal product of which is just relations among the citizenry, broadly conceived, including arguments, commentaries, charters and manifestoes, surveys, debates, petitions, and editorials;
- forms of **cross-cultural discourse** that bridge the divides among speakers of various Englishes as well as speakers of other languages, especially collaborative, visual, and

internet-based projects, including websites, wikis, blogs, newsletters, interviews, and profiles.

- forms of **personal discourse** that create and maintain relationships, including a relationship with one's self, as a means to social and emotional well-being, including journals, personal narratives, memoirs, reflections, meditations, conversations, dialogues, and correspondence, all in various media;

- forms of **aesthetic discourse** that encourage the individual imagination to engage with diverse cultural traditions, including poetry, fiction, creative nonfiction, drama, screenplays, and songwriting.

Chapter One: Academic Discourse

from *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)
Adam Smith
http://www.econlib.org/library/Smith/smWNCover.html

"Query 18" from *Notes on the State of Virginia* (1784)
Thomas Jefferson
http://etext.virginia.edu/toc/modeng/public/JefVirg.html

The New National Primer (1840)
http://pds.lib.harvard.edu/pds/view/14153442

from *Capital: A Critique of Political Economy* (1867)
Karl Marx
http://www.econlib.org/library/YPDBooks/Marx/mrxCpContents.html

The First Year Book: Teacher's Edition (1914)
http://pds.lib.harvard.edu/pds/view/15288459

"Implementing the Seven Principles: Technology as Lever" (1996)
Arthur W. Chickering and Stephen C. Ehrmann
http://www.tltgroup.org/programs/seven.html

"Character Education: An Historical Overview" (2009)
Robert Tatman, Stacey Edmonson, and John Slate
http://cnx.org/content/m20338/1.2/

Chapter 2 from *Launch!: Advertising and Promotion in Real Time* (2009)
Michael Solomon, Lisa Duke Cornell and Amit Nizan
http://www.flatworldknowledge.com/printed-book/2145

Chapter Two: Aesthetic Discourse

from *Frankenstein* (1818)
Mary Shelley
Text:
http://www.gutenberg.org/ebooks/84
Audio:
http://librivox.org/frankenstein-or-modern-prometheus-by-mary-w-shelley/

"The Birthmark" (1844)
Nathaniel Hawthorne
http://www.gutenberg.org/ebooks/512

"Bartleby the Scrivener" (1853)
Herman Melville
http://www.gutenberg.org/ebooks/11231

Alice's Adventures in Wonderland (1865)
Lewis Carroll
Text: http://www.gutenberg.org/ebooks/11
Audio: http://www.gutenberg.org/ebooks/19573

from *Ragged Dick* (1867)
Horatio Alger
http://www.gutenberg.org/ebooks/5348

from *Looking Backward, 2000 to 1887* (1887)
Edward Bellamy
http://www.gutenberg.org/ebooks/624

from *In the Year 2889* (1889)
Jules Verne and Michel Verne
http://www.gutenberg.org/ebooks/19362

from *The Time Machine* (1898)
H. G. Wells
Text:
http://www.gutenberg.org/ebooks/35
Audio:
http://www.gutenberg.org/ebooks/17401

Selections from the Library of Congress's "Popular Graphic Arts" Collection
http://www.loc.gov/pictures/collection/pga/

"Annotated Photographs of the Coit Tower Murals" (1934)
Oakland History Collaborative
http://www.teachingamericanhistory.us/documents_2/summer_09/Coit%20_Tower_Murals.pdf

"WPA Posters" (1936-1943)
http://www.loc.gov/pictures/collection/wpapos/

"Youth" (1952)
Isaac Asimov
http://www.gutenberg.org/ebooks/31547

"Technology Marches On" (2011)
from Television Tropes and Idioms
http://tvtropes.org/pmwiki/pmwiki.php/Main/TechnologyMarchesOn

Chapter Three: Civic Discourse

"Give Me Liberty or Give Me Death" (1775)
Patrick Henry
Text: http://www.gutenberg.org/ebooks/6
Audio: http://librivox.org/give-me-liberty-by-patrick-henry/

"The Declaration of Independence" (1776)
Library of Congress
http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html

"Petition 1/13/77" (1777)
Prince Hall
http://www.pbs.org/wgbh/aia/part2/2h32t.html

"On the Equality of the Sexes" (1790)
Judith Sargent Murray
http://digital.library.upenn.edu/women/murray/equality/equality.html

from *Vindication of the Rights of Woman* (1792)
Mary Wollstonecraft
http://www.gutenberg.org/ebooks/3420

"Declaration of Sentiments" (1848)
Elizabeth Cady Stanton
http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm

"What to the Slave is the Fourth of July?" (1852)
Frederick Douglass
http://teachingamericanhistory.org/library/index.asp?document=162

"Gettysburg Address" (1863)
Abraham Lincoln

http://www.ourdocuments.gov/doc.php?flash=true&doc=36

"Wealth"
Andrew Carnegie (1889)
http://www.gutenberg.org/ebooks/5348

"My Pedagogic Creed" (1897)
John Dewey
http://dewey.pragmatism.org/creed.htm

"Radio Address Unveiling the Second Half of the New Deal" (1936)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?doc=69

"The Four Freedoms" (1941)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?flash=true&doc=70

"September 26, 1960 Presidential Debate"
John F. Kennedy and Richard M. Nixon
http://www.debates.org/index.php?page=september-26-1960-debate-transcript

"Decennial Census Data on Educational Attainment" (1940-2000)
U.S. Census Bureau
http://www.census.gov/hhes/socdemo/education/data/census/half-century/files/US.pdf

"Presidential Campaign Commercials: 1960"
http://www.livingroomcandidate.org/commercials/1960

"Farewell Address (January 17, 1961)"
Dwight D. Eisenhower
http://millercenter.org/scripps/archive/speeches/detail/3361
or
http://www.ourdocuments.gov/doc.php?doc=90

"Inaugural Address (January 20, 1961)"
John F. Kennedy
http://millercenter.org/scripps/archive/speeches/detail/3365
or
http://www.ourdocuments.gov/doc.php?doc=91

"Commencement Address at American University" (Audio) (1963)
John F. Kennedy
http://www.jfklibrary.org/Asset-Viewer/Archives/JFKWHA-190-002.aspx

"The Crisis of Confidence" (1979)
Jimmy Carter
http://en.wikisource.org/wiki/The_Crisis_of_Confidence

"October 7, 1984 Presidential Debate"
Ronald Reagan and Walter Mondale
http://www.debates.org/index.php?page=october-7-1984-debate-transcript

"Presidential Campaign Commercials: 1984"
http://www.livingroomcandidate.org/commercials/1984

"Address on the Space Shuttle 'Challenger' (January 28, 1986)"
Ronald W. Reagan
http://millercenter.org/scripps/archive/speeches/detail/3413

"Remarks by the President during 'A Time of Healing' Prayer Service" (1995)
Bill Clinton
http://clinton1.nara.gov/White_House/EOP/OP/html/okla.html

"Address to Joint Session of Congress: September 20, 2001"
George W. Bush
Text: http://www.pbs.org/newshour/bb/military/terroristattack/bush_speech_9-20.html
Video: http://www.c-spanvideo.org/program/166196-1

"September 26, 2008 Presidential Debate"
Barack Obama and John McCain
http://www.debates.org/index.php?page=september-26-1960-debate-transcript

"Presidential Campaign Commercials: 2008"
http://www.livingroomcandidate.org/commercials/2008

"Common Core State Standards for English Language Arts" (2010)
National Governors' Association
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

"Framework for Success in Post-Secondary Writing" (2011)
Council of Writing Program Administrators
http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf

"Envisioning Technology" (2011)
Michael Zappa
http://michellzappa.com/map/

Chapter Four: Cross-Cultural Discourse

Selections from "Emergence of Advertising in America: 1850-1920"
Library of Congress
http://library.duke.edu/digitalcollections/eaa/

"Civil War Glass Negatives and Related Prints" (1861-1865)
http://www.loc.gov/pictures/collection/cwp/

"Liljenquist Collection of Civil War Photographs" (1861-65)
http://www.loc.gov/pictures/collection/lilj/

"America at School" (1894-1915)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/awlhtml/awlscho.html

"America at Work" (1894-1915)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/awlhtml/awlwork.html

"Barnum and Bailey and Adolph Friedlander Circus Posters" (1900)
Wikimedia Commons
http://commons.wikimedia.org/wiki/Category:Circus_posters

"Prosperity and Thrift: The Coolidge Era and the Consumer Economy" (1921-1929)
Library of Congress
http://memory.loc.gov/ammem/coolhtml/coolhome.html

"Farm Security Administration/Office of War information Black-and-White Negatives" (1935-1944)
http://www.loc.gov/pictures/collection/fsa/

"Ansel Adams's Photographs of Japanese Internment at Manzanar" (1943)
http://www.loc.gov/pictures/collection/manz/

"Selected Classic TV Commercials from the Prelinger Archives" (1950s-1960s)
Internet Archive
http://www.archive.org/details/ctvc

"Featured Drawings" (2001)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/collections/911_archive/911gal.html

"What's Your Consumption Factor?" (2008)
Jared Diamond
http://edge.org/conversation/what-39s-your-consumption-factor

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Chapter Five: Personal Discourse

Part Two from the *Autobiography of Benjamin Franklin* (1784)
Benjamin Franklin
http://etext.virginia.edu/toc/modeng/public/Fra2Aut.html

"After the Day of Infamy: 'Man-on-the-Street' Interviews Following the Attack on Pearl Harbor" (1941)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/afcphhtml/afcphhome.html

"Student Commencement Speech" (1969)
Hillary D. Rodham
http://www.wellesley.edu/PublicAffairs/Commencement/1969/053169hillary.html

"The Wilderness of Your Intuition" (1980)
Alan Alda
http://www.humanity.org/voices/commencements/speeches/index.php?page=alda_at_connecticut

Interviews from the "September 11, 2001, Documentary Project" (2001)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/collections/911_archive/title_sound_recording.html

"Real Freedom?" (2005)
David Foster Wallace
http://www.humanity.org/voices/commencements/speeches/index.php?page=foster_wallace_at_kenyon

"National Address to America's Schoolchildren" (2009)
Barack Obama
http://www.whitehouse.gov/the-press-office/remarks-president-a-national-address-americas-schoolchildren

Chapter Six: Workplace Discourse

"The Way to Wealth" (1758)
Benjamin Franklin
http://www.archive.org/details/waytowealthorpoo00franiala

"The Belief that Flight is Possible to Man" (1900)
A letter from Wilbur Wright to Octave Chanute
http://memory.loc.gov/ammem/wrighthtml/wrightchan.html

"Wright Brothers Negatives" (1903)

http://www.loc.gov/pictures/collection/wri/

Selected patents from the Smithsonian Institution Collections Search Center (1838-1905)
http://collections.si.edu
(Search Term: Patents)

"Inventing Entertainment: The Motion Pictures and Sound Recordings of the Edison Companies" (1891-1918)
The Library of Congress American Memory Project
http://memory.loc.gov/ammem/edhtml/edhome.html

"WPA Posters" (1936-1943)
http://www.loc.gov/pictures/collection/wpapos/

"World War II Poster Collection" (1941-1945)
http://digital.library.northwestern.edu/wwii-posters/

"Executive Order 9066" (1942)
Franklin D. Roosevelt
http://www.ourdocuments.gov/doc.php?flash=true&doc=74

"Letter from a Birmingham Jail" (1963)
Martin Luther King, Jr.
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

"Farewell Address (January 17, 1961)"
Dwight D. Eisenhower
http://millercenter.org/scripps/archive/speeches/detail/3361
or
http://www.ourdocuments.gov/doc.php?doc=90

"Inaugural Address (January 20, 1961)"
John F. Kennedy
http://millercenter.org/scripps/archive/speeches/detail/3365
or
http://www.ourdocuments.gov/doc.php?doc=91

Selections from "September 11 Television Archive"
Internet Archive
http://www.archive.org/details/sept_11_tv_archive

"Three Special Events in the History of Technology for Creating, Organizing, and Sharing Information" (2006)
C. Sidney Burruss and Richard Baraniuk
http://cnx.org/content/m13676/latest/

"The Earth is Hiring" (2009)
Paul Hawken
http://www.humanity.org/voices/commencements/speeches/index.php?page=hawken_at_uportland

Of course, I don't mean to suggest from these TOCs that there's one exclusive collection of open, public domain, and Creative Commons texts out there. My point is exactly the opposite of that. You can come up with an infinite variety of collections yourself. In fact, because *Open for Knowledge* will be considered a commercial project (even though it will be free online), it will be more restricted about what it will be able to reproduce than you would be, as an individual instructor applying principles of educational fair use. You have access to open educational resources like those from Merlot (http://www.merlot.org/), Tufts (http://ocw.tufts.edu/), or Wisconsin (http://www.wisc-online.com/), and you can direct your students to these sites to explore a variety of subject areas. A site like Edge.org, whose annual question generates hundreds of brief, learned, cogent contributions from writers in all sort of disciplines (http://edge.org/annual-question) could fund enough composition classes to fill a career, along with a generous sprinkling of Malcolm Gladwell articles from the *New Yorker* (available in a collection from 1996-present at http://www.gladwell.com/archive.html).

Then there's the strategy of leveraging your library's online database of millions of texts, access to which your students have already paid for through their tuition. If you're willing to put in some of the sweat equity involved in loading collections of these texts onto your institution's password protected course management system, you could create a serviceable course reader. Most online databases have a "permalink" function that allows students to access library holdings directly once they are already signed in to

their course management system, without having to log in separately to the library site. Ask your library staff about prepackaged collections they may already have produced, or ask them to collaborate on creating such collections with you and your colleagues.

Even better, with more advanced classes, or at a later point in the composition sequence, use the Gallery of Web-Based Texts and the exercises that follow it in the first section of Chapter 2 as a building blocks to generate a major assignment that asks your students, individually or collectively, to become curators of web content. This assignment sequence attempts to recover the important elements of critical, shared reading by shifting the needle of agency in the students' direction, empowering, entitling, and investing them with the responsibility to collect and curate course texts. Of course, it can be tailored to fit whatever specific thematic or generic focus your individual course might have.

Here's how such an assignment might work:

Creating and Curating a Collection of Reading and Writing Assignments for a Future College Composition Course

As a college writing student nearing completion of your second semester of college-level writing, you have already completed your first-semester course. You are in an excellent position to think about how reading connects with writing in college, and also whether the assigned readings you purchase as a college student are worth your time or money. This assignment asks you to apply your expertise and your sense of frugality toward doing something fairly unusual: it asks you to create and curate a collection of free and open Web-based readings for a three-week unit of a future first-semester, first-year college composition course.

You are to determine and describe your collection of recommended "readings," and come up with ideas for how to use them as the basis for major and minor writing assignments you think would be useful for college students to complete in their first semester of college.

You should define the notion of an acceptable "reading" very broadly to include: creative, critical, analytical, persuasive, political, or commercial pieces of

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communication; historical or cultural artifacts; materials from specific disciplines; legally accessible popular texts such as films, television shows, music, etc.

I am placing no restrictions on the content you find, provided it can be accessed on the Web by others, free of charge, largely free of ad content (unless of course you choose to make advertising your focus), and preferably free of copyright restrictions on educational fair use. Naturally, you may choose to use anything from the Gallery of Web-Based Texts in Chapter 2, Section 1 in *FWKHW*, but you are also welcome to find materials outside that collection.

You could conclude your project by providing at least one excerpt of the kind of exemplary responses you think students could produce, and you could even discuss how students could use these writing and reading assignments to meet some of the course outcomes that appear on our department's statement of desired outcomes for our first-semester writing course.
Here's a tentative Statement of Purpose (see Chapter 4 in *FWKHW*). You should certainly feel free to tweak this and add to it as your project develops, and include your final version as a Writer's Memo accompanying the project:

Voice: *I am writing as…*	…a second-semester college composition student.
Audience: *I am writing to…*	… first-semester college composition instructors.
Message: *I am writing about…*	… a collection of texts on the Web that I think students would benefit from using as a basis for their writing, and I am writing to demonstrate that a DIY, home-made collection of readings is a viable alternative to a pricey, published collection, and I am writing to prove that students can and should have a hand in determining the readings for their introductory college composition courses.
Tone: *The relationship I am establishing with my readers is…*	one of mutual respect, tinged with a sense of urgency and an emerging sense of independence from being told what to read and what to write.
Attitude: *My attitude toward my message is…*	… positive, cost-conscious, semi-revolutionary, empowered, cutting-edge, and determined to prove that my collection of readings is just as valid and challenging and useful as any other a first-year, first-semester student might encounter.
Reception: *I want my audience to…*	… try out these suggested reading and writing assignments with their future students.

And here's a possible way to organize your work:

Intro	Write this last, but present it first; make it a convincing argument or rationale for the specific collection you've chosen. What does this collection have to offer entering college students? Presumably, you're interested in the collection because you chose it, but will it interest other students?
Section 1	Present the collection itself, providing links and brief annotative

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	descriptions; present the items in the collection in the recommended order in which you want the students to read them.
Section 2	Present the minor and major writing assignments you believe would be appropriate for students to complete; minor assignments could include a few prompts for weekly 250-word blogs, and the major assignment could be for a longer essay asking students to do something with the readings.
Section 3	Give a demonstration of an exemplary student performance by providing an excerpt or two of "student" writing.
Conclusion	Discuss how the assignments will help students to meet the objectives of the first-semester college composition course.

Habits of Mind Activated:

- Invitation to think like a teacher, even while writing as a student.
- Reflection about what students learned or didn't learn in their previous composition course, especially from the readings and writing assignments.
- Balance between choosing texts out of self-interest with a concern for whether their specific subject matter will engage the majority of entering college students.
- Understanding of the contingency of canonicity in composition specifically and higher education in general.

Pedagogical Opportunities:

- for collaboration, from the low-stakes writing assignments in Chapter 2 through the major project itself, which lends itself to group work.
- for dissemination and publication of recommendations students make for reading and writing assignments (for example, on a class-wide wiki, there could be a page with links to the best collections produced by students, and that wiki could be made publicly available to other professors, employers, etc.)
- for public speaking, if you require students to present their projects.
- for narrower tailoring depending on the setting of the specific section: Is this course part of a learning community or linked with a course from another discipline? Is this course being taught off-site, perhaps at a high school as part of a dual enrollment program? Is this course being taught through distance education (whether entirely online or through a hybrid schedule)?
- for tailoring a peer evaluation protocol (adapting the Twenty Questions for Peer Review in Chapter 11 of *FWKHW*).

A final note: Before your first use of *FWKHW*, use the MIYO customization feature to add your own sites to the Gallery. In subsequent semesters, continue to add to the Gallery, perhaps drawing on the best suggestions from your students.

Section 2: Understanding How Critical Thinking Works

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This section's exercises demonstrate just a few ways to crack open the Gallery of Web-Based Texts in order to apply the four sets of questions (on speaker, audience, statement, and relevance). From the four examples in Exercise 1 to the two additional examples in Exercises 2 and 3, students will be exposed to texts in a variety of discourses (civic, academic, personal, aesthetic, and educational) using a variety of media (audio, video, print, and digital). They'll also get some valuable experience in how to use search terms on different sites.

Section 3: Reading a Text Carefully and Closely

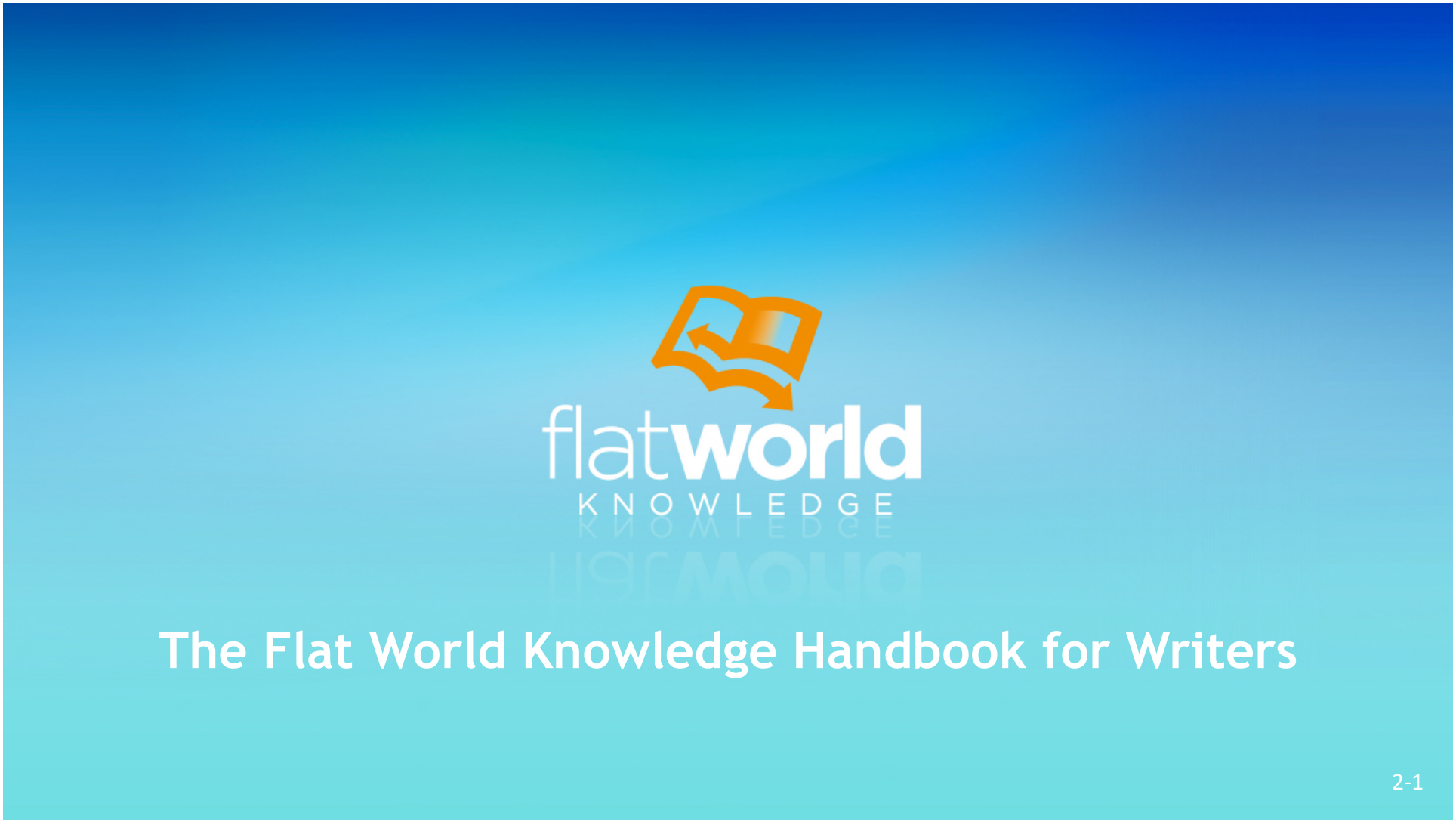
The story of "Roger" and "Rhonda" as two different kinds of readers, followed by the depiction of how different lenses lead to different kinds of readings, should help your students to appreciate the benefit of slowing down their reading, and even re-reading. But rather than just showing them the benefits through the repeated excerpt from the Kennedy inaugural, you should encourage them to do multiple readings of a passage of their choosing from the Gallery (or beyond). The first two exercises at the end of this section zero in on the conventions of one highly specialized kind of genre (the quadrennial inaugural address) in one type of discourse (civic), and the final exercise also resides in the (questionably) civic realm of television journalism, but there's nothing stopping you from refitting any of these exercises to focus on genres and discourse types of your choosing.

Before concluding my discussion of this section, I want to make one final recommendation about a complementary text for this chapter, one of several I'll make in this Instructor's Manual to the revolutionary open textbook project, *Writing Spaces* (http://writingspaces.org/):

Bunn, Mike. "How to Read like a Writer." *Writing Spaces, Vol. II (2011). Writing Spaces*. Web.
June 6, 2011.

Like the other pieces in the *Writing Spaces* collections, Bunn's is a peer-reviewed article written for an audience of college-level writing students. All the articles in Writing Spaces use a Creative commons license which allows reproduction without permission for non-commercial purposes. In "How to Read like a Writer," Bunn provides some useful examples of how to read texts more closely: http://writingspaces.org/sites/default/files/bunn--how-to-read.pdf. Another good piece from Volume II of *Writing Spaces* is Catherine Savini's "Looking for Trouble (http://writingspaces.org/sites/default/files/savini--looking-for-trouble.pdf). Savini gives practical examples and demonstrations on how to complicate a reading of a variety of texts:

Savini, Catherine. "Looking for Trouble." *Writing Spaces, Vol. II (2011). Writing Spaces*. Web.
June 9, 2011.



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Chapter 2
Becoming a Critical Reader



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Learning Objectives

- Show how the web can be mined for a wealth of academically useful content
- Introduce the concept of writing essays based on free, web-based texts
- Explore how such texts lend themselves to critical inquiry
- Learn how and why critical thinking works
- Understand the creative and constructive elements of critical thinking
- Add to the list of productive questions that can be asked about texts

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Learning Objectives

- Demonstrate how to do a close reading on a selection from the "Gallery of Web-Based Texts"
- Uncover the assumptions and implications of textual statements and understand how biases and preconceptions affect readers and writers
- Show how a close reading of any statement is based on uncovering its assumptions, biases, preconceptions, and implications

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Browsing the Gallery of Web-based Texts

- **Course management system:** A web-based learning environment that organizes the work of a course (e.g., Blackboard)
- **Wiki:** An interactive, shared website featuring content that can be edited by many users

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Browsing the Gallery of Web-based Texts

- The vast majority of web-based texts are available free of charge
- A significant minority of publicly and privately funded sites are free of advertisement and copyright
- Though web texts are easily accessible, they still need to be documented appropriately when used as part of a writing project
- **Partisanship**: Taking an entirely one-sided point of view about a subject

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Understanding How Critical Thinking Works

- **Critical thinking:** The ability to separate fact from opinion, to ask questions, to reflect on one's own role in the process of inquiry and discovery, and to pay close attention to detail
- Critical thinkers
  - Consider multiple sides of an issue before choosing sides
  - Tend to ask questions instead of accepting everything they hear or read
  - Read between the lines instead of reading only at face value
  - Develop a keen sense of how their own minds operate
  - Recognize that much of the information they read and hear is a combination of fact and opinion

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Understanding How Critical Thinking Works

- To be successful in college, you will have to learn to differentiate between fact and opinion
  - Facts are pieces of information that you can verify as true
  - Opinions are personal views or beliefs that may have very little grounding in fact
- Opinions are put forth as if they were facts, therefore they can be challenging to recognize as opinions

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Understanding How Critical Thinking Works

- Critical thinkers develop a habit of subjecting all textual statements to a whole constellation of questions about the speaker (or writer), the intended audience, the statement itself, and the relevance of it
  - **Audience**: The individual or group being addressed or targeted by a piece of communication

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Understanding How Critical Thinking Works

- A reader must be able to identify the assumptions a writer makes and then judge whether or not those assumptions need to be challenged or questioned
- As an active reader, you must acknowledge that both writers and readers make assumptions as they negotiate the meaning of any text
  - **Active reader**: A person who uncovers the biases, preconceptions, assumptions and implications of a text

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Understanding How Critical Thinking Works

- As a critical thinker who considers all sides of an issue, you have to identify your personal positions and subject them to scrutiny
- You must examine the assumptions that form the foundation of your writing

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Reading a Text Carefully and Closely

- **Assumption**: A belief that underlies a writer's proposition or statement
- **Bias**: A deeply held and ingrained belief that can cloud one's perspective as a writer or reader
- **Preconception**: An idea already held by a writer or reader in advance of making or receiving a textual statement
- **Implication**: What readers can infer from statements a writer makes

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Reading a Text Carefully and Closely

- Virtually any statement carries a set of assumptions and implications
- You need to be able to recognize biases and preconceptions in others and in yourself so you can form your ideas and present them responsibly

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Key Terms

- Course management system
- Wiki
- Partisanship
- Critical thinking
- Audience
- Active reader
- Assumption
- Bias

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Key Terms

- Preconception
- Implication

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