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How Writing Works teaches students the transferable skills that they’ll need to tackle any writing situation that they encounter—at school, at work, in their communities, or at home.

HOW WRITING WORKS WITH READINGS
A GUIDE TO COMPOSING GENRES

Jordynn Jack, University of North Carolina, Chapel Hill
Katie Rose Guest Pryal, University of North Carolina School of Law

“I am very impressed by the authors’ innovative use of the ‘genre toolkit.’ It is rhetorically sophisticated, yet easy for students to implement. It is the best way that I have ever seen anyone explain to first-year students how to analyze a text and extrapolate from it the genre conventions it features. Well done!”

—Rachelle M. Smith, Emporia State University

Features

› The Genre Toolkit helps students identify a genre’s structure, audience, and purpose

› Integrated Assignments show students how to construct a series of small assignments that lead up to a major chapter project

› Individual, Team, and Multimedia Projects draw from a variety of popular, professional, and academic examples to address rhetorical challenges of visual, written, and oral communication

› Supplements like the Companion Website (www.oup.com/us/jack), the Instructor’s Manual, and the Annotated Instructor’s Edition include a variety of resources for students and professors
What makes this book unique?

Jordynn Jack and Katie Rose Guest Pryal: Too often textbooks try to cover everything. They include more and more for students to learn. Instead, we provide a framework—the genre toolkit—and then provide examples for students to analyze using the toolkit. Each project gives students a chance to use what they have learned to compose their own document. We’ve integrated individual, group, and multimedia versions of each assignment so that students can practice composing in a range of situations that they may encounter in college and their careers. In fact, we use the genre toolkit in our own writing all the time.

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**USE THE TOOLKIT**

Let’s use the three genre toolkit questions from Chapter 1 to examine this genre.

**What Is It?**
These three profiles are short, digital snapshots or outlines of an individual, company, or group. Each profile includes photographs and text, including background information, a description, and/or links to further information.

**Who Reads It?**
Public Facebook profiles can be viewed by anyone with access to the Internet. In particular, users of Facebook tend to read this type of profile. Facebook readers want to learn more about the person or group whose profile they are reading.

**What’s It For?**
Social network profiles, including profiles for Facebook, are meant to share information about a person or group. These profiles are for a band (The Most Loyal), a company (Nintendo), and a nonprofit organization (Habitat for Humanity). The Most Loyal’s profile helps fans stay connected to them and their music; Nintendo’s profile helps fans of their products stay up-to-date with the company and its offerings; Habitat for Humanity’s profile shares information about the organization and even has a link for “Get Involved” to encourage participation by newcomers. A social network profile is thus a widely viewed, brief profile webpage that the individual or corporate author can use to present a “public face” to readers who want to learn more.

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The Genre Toolkit helps students identify a genre’s structure, audience, and purpose.
How Writing Works takes a new approach to genre pedagogy by asking students “What is it?” “Who reads it?” and “What’s it for?”

Mini-Genres offer a quick and effective way to introduce students to larger writing concepts like genre, rhetoric, and process.

President Barack Obama’s speech announcing the death of Osama bin Laden.

Stunning full-color visuals and relevant examples help students relate these genres to their everyday lives.

Facebook profile of gaming company Nintendo.
**Integrated Assignments** show students how to construct a series of small assignments that lead up to a major chapter project.

**EXERCISE 7.1: Evaluate Your Class Notes**

Review your class notes for two of your classes last week: one class you really enjoy, and one class that you enjoy a little less. Compare these notes. Write your answers to the following questions:

- Do you write more notes in the class you enjoy, or more in the class you don’t enjoy? Why do you think that is?
- Would someone else be able to read your class notes and understand them? Does this hold true for both classes? Why or why not?

**EXERCISE 7.2: Keep a Blog for One Week**

For one week, write every day as though you were writing for a blog. Write for a minimum of ten minutes each session. Each session, pick a topic to write about. You can pick a topic from one of your classes (brainstorm for an assignment, for example), or from a book you’ve read, or a television show or movie you’ve watched.

**EXERCISE 7.3: Write Reading Notes**

Look through your school newspaper (either the print version or the online version) and select a short article or opinion piece to read. Once you have finished reading, write some reading notes by answering the questions below:

- Who is the author? What can you learn about the author from the article? How does the author’s identity affect your feelings toward the text?
- What do you believe is the main purpose of the article? Find a quotation from the article that supports your belief.

**EXERCISE 7.4: Conduct a Field Observation**

Choose a location on or near your college campus. Plan to spend one hour observing a particular facet of social interactions at that location. For example, you might observe how often students are on their cell phones while ordering at the coffee shop, or whether or not people wipe off the gym equipment after using it. Take notes during your observation, and then write a one-page summary of your observations.
EXAMPLE 3: Recommendation Report by a Government Agency (excerpt)

Centers for Disease Control and Prevention
Prevention and Control of Meningococcal Disease: Recommendations of the Advisory Committee on Immunization Practices (ACIP)

Summary
Meningococcal disease describes the spectrum of infections caused by Neisseria meningitidis, including meningitis, bacteremia, and bacteremic pneumonia. Two vaccines that provide protection against meningococcal serogroups A, C, W, and Y are licensed in the United States for use among persons aged 2 through 55 years. This report compiles and summarizes all recommendations from CDC’s Advisory Committee on Immunization Practices (ACIP) regarding prevention and control of meningococcal disease in the United States, specifically the changes in the recommendations published since 2005. ACIP recommends routine vaccination with a quadrivalent meningococcal conjugate vaccine (MenACWY) for adolescents aged 11 or 12 years, with a booster dose at age 16 years. ACIP also recommends routine vaccination for persons at increased risk for meningococcal disease.

Introduction
This report compiles and summarizes all recommendations from CDC’s Advisory Committee on Immunization Practices (ACIP) regarding prevention and control of meningococcal disease in the United States, specifically the changes in the recommendations published since 2005. ACIP recommends routine vaccination with a quadrivalent meningococcal conjugate vaccine (MenACWY) for adolescents aged 11 or 12 years, with a booster dose at age 16 years. ACIP also recommends routine vaccination for persons at increased risk for meningococcal disease.

EXAMPLE 2: Recommendation Report Written for a Chemistry Course

THE HEALTH RISKS AND COST EFFECTIVENESS OF CHLORINE AS A POOL WATER SANITIZER
Prepared By: Bradley J. Kinnison

EXECUTIVE SUMMARY
A number of health risks are commonly associated with exposure to chlorine in swimming pools, but is chlorine the true cause of these risks? Swimmers frequently attribute rashes, acne outbreaks and asthma to their over-exposure to chlorine. This has led to large amounts of research being conducted on the three main chlorine variants—gaseous Cl₂, liquid Sodium hypochlorite (NaOCl) and solid calcium hypochlorite (Ca(OCl)₂) (Nemery et al., 2002)—in order to determine whether they cause these harmful health impacts, and if so to what degree they are a causal factor. This report examines the research in an attempt to answer whether chlorine or an alternative option is the best method of sanitizing pool water. This is accomplished primarily by studying the long and short term health impacts of chlorine on the body of a swimmer. The cost effectiveness of chlorine is also analyzed against two popular alternative sanitization methods, but the...
F. Chapter Project: Write a Website Review

Write a review of a website commonly used by college students (such as your college’s library website, the student affairs website, etc.). Assume that your audience is the web developer or webmaster for the site, and your goal is to provide feedback specifically about how this website can be improved for student users.

Here are some questions to help get you started with your review. Remember to make suggestions for improvement.

- Is the site visually attractive to you? Why or why not?
- Is it easy to use? Can you find what you’re looking for?
- Do you understand what the site is about?
- If this site is offering a product or service, would you sign up for or buy it?
- If you were interested in this site’s content, would you come back? Why or why not?
- If the site has a forum community, would you sign up for it and post? Why or why not?
- Is the content strong? Do you understand what the text is saying? Do you notice any spelling or grammar mistakes?

Group Option: Compare Website Reviews

Have each person in your group write a review of the same website. After each of you has finished reviewing the site, come together and compare your reviews. How are they similar? How are they different?

Rate yourselves as Internet users—are you beginners? Experts? Programmers? Also rate your level of interest and experience with the topic or product whose website you are reviewing. How does your status as an Internet user affect how you evaluated the website?

F. Chapter Project: Write a Research Paper

Following the guidelines in this chapter, write a research paper about your chosen topic. Consult Part IV of this textbook for more on developing a topic, choosing research methods, and finding sources. Be sure to include a list of works cited at the end (Chapter 28) in order to avoid plagiarism (Chapter 27).

Multimedia Option: Design a Conference Poster

After you have conducted your research, design a conference poster to accompany your research paper. See Chapters 29 and 30 for more assistance.

Individual, Team, and Multimedia Projects draw from a variety of popular, professional, and academic examples to address rhetorical challenges of visual, written, and oral communication.

F. Chapter Project: Write an Informative Article

Create an informative article for students on your campus. Design your article to suit an online news source with students as the primary audience. You can follow the steps taken in the preceding example. You should

- Consider your audience’s needs and interests.
- Conduct some research.
- Draft, revise, and edit your document.

Group Option: Create an Article Series

With your group, create a series of articles for incoming first-year college students, informing them about topics that will help them survive the first year, such as “what first-year students need to know about procrastination” or “what first-year students need to know about living on campus.” (Other topics could include campus life, specific college traditions, signing up for classes, etc.) Your articles will appear in a magazine given to next year’s incoming class.

First, come up with a list of topics. Think back to your time preparing for college and your first few weeks. What did you find difficult? What did you want to know more about?

Then, identify strategies for research, which could include interviewing more advanced students, doing library research, or even conducting a field observation.

As a group, you will need to decide:

- What topics will you address?
- What are the most important things readers need to know about each topic?
- How will you write your articles for a cohesive tone and design?
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S3. How Modifiers Work
S4. How Sentences Work
S5. How Punctuation Works
S6. How Usage Conventions Work

Only available in How Writing Works with Readings

READINGS

R1. Reading Personal Essays
Juan Garcia. “Spring Broken.” [Topic: College Life.]
[Topic: Modern Families.]
Andrea Viejo. “Mexican in New York.”
[Topic: Immigration.]
Jane Kramer. “The Food at Our Feet: Why Is Foraging All the Rage?” (excerpt)
[Topic: Sustainable Food.]
Tamara Winfrey Harris. “Nappy Love . . .”
[Topic: Gender, Race, and Culture.]

R2. Reading Profiles
Audrey Watters. “A College Student and a CEO: A Profile of 21-Year-Old Entrepreneur Jay Rodrigues.”
[Profile Essay. Topic: College Life.]
Yale Sustainable Food Project. “History.”
[Program Profile. Topic: Sustainable Food.]
Julie Slaymaker. “Door Opener.”
[Profile Essay. Topic: Gender, Race, and Culture.]

R3. Reading Informative Genres
[Factsheet. Topic: College Life.]
[Factsheet. Topic: Modern Families.]

R4. Reading Inquiries
Mark Montgomery. “Visiting College Campuses: Observations by a Professional Tour Taker.”
[Observation notes. Topic: College Life.]
Victoria Simmons. “Dealing with Deployment.”
[Blog Entry. Topic: Modern Families.]
[Blog Entry. Topic: Immigration.]
Stefanie Hollmichel. “Eating Animals.”
[Reading notes. Topic: Sustainable Food.]

R5. Reading Analyses
[Literary Analysis. Topic: College Life.]
Debarati Bandyopadhyay. “Negotiating Borders of Culture: Jhumpa Lahiri’s Fiction.” (excerpt)
[Literary Analysis. Topic: Immigration.]
Greg Boone. “Globalizing Korea: A Rhetoric of Food.”
(excerpt) [Rhetorical Analysis. Topic: Sustainable Food.]
Roy Peter Clark. “Why It Worked: A Rhetorical Analysis of Obama’s Speech on Race.”
[Rhetorical Analysis. Topic: Gender, Race, and Culture.]
R6. Reading Reviews

Lauren Honeycutt. “A Midsummer Night’s Dream at Howard Community College’s Theatre Program and Student Arts Collective.” [Performance Review. Topic: College Life.]


Susan Yudt. “Smart Girls at the Party.” [Website Review. Topic: Gender, Race, and Culture.]

R7. Reading Argumentative Genres


R8. Reading Academic Research Genres

George W. Dowdall and Henry Wechsler. “Studying College Alcohol Use: Widening the Lens, Sharpening the Focus.” [Literature Review. Topic: College Life.]


R9. Reading Workplace Genres


R10. Reading Proposals


Alka Vaid Menon, “Pauline and Irving Tanner Dean’s Scholars Grant Proposal.” [Grant Proposal. Topic: Modern Families]


The Muslim Students’ Association of Texas A&M University, “A Taste of Culture: Proposal to Establish Halal Food Program.” [Student Life Proposal. Topic: Sustainable Food.]


R11. Reading Reports


* FOR A COMPLETE TABLE OF CONTENTS, VISIT WWW.OUP.COM/US/HE
Academic Writing: Concepts and Connections helps students understand what all academic writing has in common, how it all connects, and why it matters

ACADEMIC WRITING WITH READINGS

CONCEPTS AND CONNECTIONS

Teresa Thonney, Columbia Basin College

“I am very excited about this new composition book’s approach to teaching writing. It broaches academic writing comprehensively yet practically, honestly, and with a minimum of jargon and highfalutin prose.”

—Tammy Trucks-Bordeaux, Peru State College

Features

› **An emphasis on core academic skills:** Academic Writing introduces core concepts used across a variety of disciplines in order to help students recognize patterns that appear in all academic reading and writing situations

› **Connections across contexts:** From traditional science reports written for fellow scholars to blogs written for general audiences, this interdisciplinary text contains a wide range of readings, allowing students to examine how context influences academic writing

› **“Concept in Practice” and “Applying the Concepts” features:** These features encourage students to apply the critical reading, research, and writing strategies that they learn in composition courses to what they read and write in all of their courses
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Each chapter ends with paired readings and works cited.

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6. Writing with Authority
7. Conducting Secondary Research
8. Integrating Source Material into Academic Writing
9. Writing a Synthesis Paper
10. Conducting Primary Research
11. Revising and Editing Academic Writing
12. Working and Writing in Groups

13. Social Networks
(Sociology) Excerpt from Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives, Nicholas A. Christakis and James H. Fowler
(Biology) “The Empathy Instinct,” Discover, Frans de Waal
(Economics) “Is Poor Fitness Contagious? Evidence from Randomly Assigned Friends,” Journal of Public Economics, Scott E. Carrell, Mark Hoekstra, and James E. West
(Sociology) “The Illusion of Diffusion,” Society, Joel Best
(�economics) “Creativity versus Skepticism within Science,” The Skeptical Inquirer, V. S. Ramachandran
(Art History) “Hackers of the Renaissance,” OMNI Reboot, Pablo Garcia
(Psychology) “Cultural Variation in Eye Movements during Scene Perception,” PNAS (Proceedings of the National Academy of Sciences), Hannah Faye Chua, Julie E. Boland, and Richard E. Nisbett

14. Perceptions and Perspectives
(Psychology) “Kidding Ourselves,” excerpt from How the Mind Works, Steven Pinker
(Psychology) “Why Won’t They Admit They’re Wrong?” and Other Skeptics’ Mysteries,” Skeptical Inquirer, Carol Tavris and Elliot Aronson
(Business) “In Hiring and Promoting, Look beyond Results,” The Wall Street Journal, Francesca Gino
(Psychology) “Myside Bias in Thinking about Abortion,” Thinking and Reasoning, Jonathan Baron

15. Language, Literacy, and Technology
(Psychology) “Lost in Translation,” The Wall Street Journal, Lera Boroditsky
(�echnology) “How Computers Change the Way We Think,” The Chronicle of Higher Education, Sherry Turkle
(Communications) “Does the Internet Make You Smarter or Dumber?” The Wall Street Journal, Clay Shirky
(Media Studies) “Using the Internet to Examine Patterns of Foreign Coverage,” Nieman Reports, Ethan Zuckerman
(�echnology) “The Effects and Predictor Value of In-Class Texting Behavior on Final Course Grades,” College Student Journal, Sylvia E. McDonald

16. Violence and Justice
(History) “Getting Away with Murder,” American Historical Review, Elizabeth Dale
(Psychology) “Repeated Information in the Courtroom,” Court Review: The Journal of the American Judges, Jeffrey L. Foster, Maryanne Garry, and Elizabeth F. Loftus

17. Conservation and the Environment
(Marine Science) “Finding Nemo on Your Plate,” The Nature Conservancy blog, Stephanie Wear
(�vironments and the Social Sciences,” Conservation Biology, Michael B. Mascia, J. Peter Brosius, Tracy A. Dobson, Bruce C. Forbes, Leah Horowitz, Margaret A. McKean, and Nancy J. Turner
(�eography) “Alpine Areas in the Colorado Front Range as Monitors of Climate Change and Ecosystem Conservation,” The Geographical Review, Joshua S. Goldstein and Steven Pinker
(�eography) “Will Big Business Save the Earth?” The New York Times Upfront, Jared Diamond

* FOR A COMPLETE TABLE OF CONTENTS, VISIT WWW.OUP.COM/US/HE
How to write compelling arguments

Why the practice of argumentation is essential to academic work

So What? The Writer’s Argument teaches students how to write compelling arguments and explains why practicing argumentation is essential to learning and communicating with others. Practical exercises throughout each chapter reinforce this broader academic aim by focusing on the key issue of significance—helping writers answer the “So What?” question for themselves and their audiences.

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Readings

—“A Wandering Mind Is an Unhappy Mind” by Matthew A. Killingsworth and Daniel T. Gilbert
—Excerpt from “Is Google Making Us Stupid? What the Internet is Doing to Our Brains” by Nicholas Carr
—“With Liberty and Justice for Some” by Emanuel Grant
HOW to do research in today’s digital age

WHY research is essential to academic work

WHO SAYS?
THE WRITER’S RESEARCH
Deborah H. Holdstein, Columbia College Chicago
Danielle Aquiline, Oakton Community College

Written for today’s college students, Who Says? The Writer’s Research addresses contemporary research issues head on, including research in the age of collaborative information sites like Wikipedia. Authors Deborah H. Holdstein and Danielle Aquiline prompt students to think critically about matters of ownership and authority in order to show them how to find and incorporate credible sources in their writing.

“This book is outstanding! Students will have a better understanding of the importance of research, not just in academia, but in the world beyond institutions of higher learning.”
—Cary D. Ser, Miami Dade College

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Afterword: What’s Next? Tidbits for College and Beyond
The Real World Reader fills a niche that no other reader has yet filled. It plays to students’ strengths as internet users, readers, and writers.”

—Alice Eaton, Springfield College

From academic essays to blogs, magazine articles to social media posts, newspaper editorials to public service announcements, and advertisements to emails, The Real World Reader brings together a wide collection of formal writing with an equally diverse array of popular writing from everyday life. This innovative rhetorical reader for first-year composition courses divides the process of rhetorical analysis into logically sequenced steps that focus on five key concepts—purpose, audience, argument, voice, and credibility. Author James Miller encourages students to use this step-by-step process in order to identify, analyze, and master the multiple modes of writing that they will encounter at school, work, and home.
Features

› Uses a rhetorical framework to teach writing—rather than examining different modes of writing in isolation—and reveals what all forms of writing have in common

› Introduces rhetorical concepts through a variety of informal and formal writing examples, showing students how rhetorical patterns intersect

› Combines step-by-step writing instruction with a scaffold of sixty-seven diverse readings, allowing students to critically write and read four distinct types of selections: informal, formal, and academic selections and sample student essays

› Connects rhetorical analysis to cultural analysis with content that ranges from debates on multiculturalism to discussions of online privacy and from critiques of modern political campaigning to analyses of modern consumerism

› Focuses on familiar, “real world” writing, demonstrating the important role that writing plays in everyday life

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   — Planet Green Recycle, “The Bike Revolution.”
   — “Editorial: To Eliminate Fraternity Hazing, Pledging Must End.”
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— Shankar Vedantam, “Partisanship is the New Racism.”
— F. Diane Barth, “Women Fear Envy, and Why We Don’t Need To.”

Formal Writing Selections
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— Sherry Turkle, “The Flight From Conversation.”
— Alicia Criado, “After Waiting 13 Years, My Family Reunited.”
— Jamie Kelley, “The Steroid Problem, and How to Fix It.”
— Bryan Johnson, “Make State-Church Separation Absolute.”

Informal Writing Selections
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— Matt Kibbe, “Take America Back.”

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— Peter Hakim and Cameron Combs, “Why the US Should Legalize Marijuana.”
— CNN.com, “Kate and William Bring Home the Royal Baby Boy.”

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— Kristi Myllenbeck, “You’re Vegan, We Get It.”
— Lynn Povich, “Refusal to Be Silenced.”
— Visual Rhetoric: Myisha Cherry, “Twitter Trolls and the Refusal to Be Silenced.”
— Geoffrey Nunberg, “Swearing: A Long and #$@&$ History.”
— Bonnie Erbe, “As Religious Affiliation Declines, What’s the Impact?”
E.J. Dionne, “Will We Keep Hating Government?”

**Academic Writing Selections**

—Thomas Jefferson, “The Declaration of Independence.”
—Elizabeth Cady Stanton, “Address to the Seneca Falls Convention.”

Using the Steps of Rhetorical Analysis to Write Your Own Academic Essay

—Andrea MacBride, “Dolls: A Legacy of Stereotypes.” (student essay)

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Kathleen Volk Miller, Drexel University
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From Jerry Seinfeld’s legendary standup to Kristen Wiig’s sidesplitting impersonations, *Humor: A Reader for Writers* explores the key patterns and features within numerous comedic sources in order to show how jokes work. This survey looks at comedy in a variety of genres including popular media, academic essays, personal narratives, fiction, and poetry.
DID YOU KNOW?
At Oxford, we don’t publish in order to generate revenue, we generate in order to publish. We contribute all the surplus we generate back to education, through scholarships and educational publishing, including academic monographs and important reference works, like the world-famous Oxford English Dictionary.
POVERTY/PRIVILEGE
A READER FOR WRITERS
Connie Snyder Mick, University of Notre Dame

In order to understand why people are poor, we must also look at why people are wealthy. *Poverty/Privilege: A Reader for Writers* examines the social, cultural, and political forces that offer—or deny—opportunities to people based on race, gender, age, and geography. By helping students understand how poverty works, this survey makes them aware of the problem and encourages them to become part of the solution.
TECHNOLOGY
A READER FOR WRITERS

Johannah Rodgers, *The City University of New York*

*Technology: A Reader for Writers* focuses on the timely and vital subject of information and communications technologies. It presents a range of contemporary and classic articles that invite students to consider and engage with questions related to how, why, and in what ways we may be able to critically reflect on ourselves and societies by writing and thinking about technology.

Accompanied by group-discussion questions and writing prompts that ask students to engage with many of the same information and communications technologies they are reading about, the readings in *Technology: A Reader for Writers* give students the opportunity to explore, learn, and write about technologies and the many issues and institutions related to them, including education, public policy, healthcare, social ethics, literacy practices, social activism, and global economics, in a unique, purpose-based, and hands-on manner.
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From the hearty dishes of the American South to hotly debated GMOs, *Food: A Reader for Writers* serves up articles from a wide range of cultures, economic strata, and moments in time. It covers food’s relationship to such topics as memory and identity, politics and health, the environment and economy, and travel and worldviews.
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LANGUAGE
A READER FOR WRITERS
Gita DasBender, Seton Hall University

Language: A Reader for Writers focuses on the central and complex topic of language, exploring the reality of our multilingual world and the complexities of writing in a multilingual college classroom. It takes on key issues including the nature of language; the effects of globalization; endangered languages; multilingualism and language diversity; language, politics, and power; language and writing; language correctness; and the ways in which language shapes identity. The articles embody a range of experiences, ideas, and strategies—from scientific research and powerful arguments to poetic reflection and playful celebration.
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GLOBALIZATION
A READER FOR WRITERS
Maria Jerskey, LaGuardia Community College

Using vibrant, challenging, and diverse selections, Globalization: A Reader for Writers invites students to explore what globalization means not just to their everyday lives but to the collective future of the world. The writers, scholars, artists, journalists, and activists represented in this reader transcend globalization as a theme, challenging students to see globalization as a term that they need to define for themselves. This reader presents a more open-ended, less determined perspective than the “West and the Rest” agenda by offering articles that are personal and local yet also engaging to a broader global audience.
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DID YOU KNOW?
As a Department of Oxford University, and as a not-for-profit higher education publisher, Oxford University Press USA is uniquely situated to offer the highest scholarship at the best possible prices in print and digital formats.
Identity: A Reader for Writers focuses on the essential topic of identity as it relates to culture, rhetoric, and the multiple modes of expression that are increasingly common in today’s multilingual society. Each chapter in this reader asks students foundational questions about identity. These questions include: Where are you from? Where did you go to school? What do you do for work? And whom do you love? While these questions appear easy to answer, students will learn as they work through the readings that their answers are linked to meaningful themes including language, nationality, labor, education, personal relationships, and privacy.
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SUSTAINABILITY
A READER FOR WRITERS
Carl Herndl, University of South Florida

Sustainability: A Reader for Writers focuses on the timely and vital subject of sustainability, examining the latest research on economics, society, resource planning, and the environment. It takes on key issues including climate change; food, water, and soil; energy and resource management; and trash. The articles embody a range of experiences, ideas, and strategies—from scientific research and engaging questions to poetic reflection and powerful arguments.
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CULTURE
A READER FOR WRITERS
John Mauk, Northwestern Michigan College

Culture: A Reader for Writers presents work from a broad spectrum of writers who are grappling with the cultural trends around them. Some defend the status quo, some wonder what to make of new gadgets, some embrace uncertainty, and others celebrate inevitable shifts that will resonate for years to come. Whether the topic is working conditions, student loans, movie protagonists, or soldiers returning from war, the writers give voice to the discomfort and hope that accompanies change. And more importantly, they show the writhing and wonder that makes culture itself readable.
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