Preface

When *Writing and Reading Across the Curriculum* was first published, more than thirty-five years ago, the response was both immediate and enthusiastic. Instructors found the topics in WRAC both interesting and teachable, and students appreciated the links that such topics suggested to the courses they were taking concurrently in the humanities, the social sciences, and the sciences. Readers told us how practical they found our “summary, synthesis, and critique” approach to writing college-level papers, and in later editions welcomed the addition of “analysis” to our coverage in Part I.

In developing each successive edition of WRAC, we strive to retain the essential multidisciplinary character of the text while providing ample new topics and individual readings to keep it fresh and timely. Some topics have proven particularly enduring—our “Obedience” chapter has been a fixture, as has “Fairy Tales: A Closer Look at ‘Cinderella.’” But we take care to make sure that a substantial portion of the book is completely new every time, both by extensively revising existing chapters and by creating new ones. While we retain an emphasis on summary, critique, synthesis, and analysis, we continue to develop content on topics such as the process of writing and argumentation that address the issues and interests of today’s classrooms.

What’s New in the 14th Edition

The fourteenth edition of *Writing and Reading Across the Curriculum* represents a major revision of the previous edition.

- We are pleased to offer an altogether new Note to the Student, titled “An Introduction to Thinking and Writing in College,” which provides a graphically rich overview of the foundational skills needed for success in college life. These foundational skills include cultivating intellectual curiosity, exploring similarities and differences, arguing with logic and evidence, and challenging arguments. “An Introduction to Thinking and Writing in College” builds on the topic “The Idea of Money,” the same topic that forms the basis of the new model synthesis in Chapter 4.

- Chapter 1 on Summary now distinguishes between summarizing readily accessible texts and summarizing more difficult ones, providing examples and strategies for summarizing each. The chapter also includes an expanded discussion on incorporating quotations into sentences.

- Chapter 2 on Critical Reading and Critique includes a new model critique: “The Right to Bury the Online Past”—an op-ed arguing that people harmed by the Web’s infinite memory should have the right to petition search providers like Google to de-list links to sensitive materials.

- Chapter 4 on Explanatory Synthesis includes a new model explanatory synthesis on “The ‘Idea’ of Money,” a paper on how rectangular pieces of paper in a wallet, dolphin teeth, diamonds, and squirrel pelts—all forms of money at different points in history—hold no inherent value: they’re worth only what we agree they’re worth. The topic for this new model paper provides the topic for the new “An Introduction to Thinking and Writing in College.”

- The extensively revised and updated Chapter 7 on Locating, Mining, and Citing Sources
introduces students to the latest techniques for conducting college-level research. The update includes the most current citation formats for APA and MLA.

- Nearly 50 new readings throughout the book span the disciplines, representing a range of perspectives and encouraging students to write critical responses, summaries, analyses, and syntheses. Every chapter has been refreshed with new readings.
- With its new foundational song, the immortal “Over the Rainbow,” Chapter 8 continues to introduce students to perceptive listening and to writing about popular music.
- Chapter 11, “First Impressions,” provides four new novel openings: Jane Austen’s Pride and Prejudice; Robert Louis Stevenson’s The Strange Case of Dr. Jekyll and Mr. Hyde; L. Frank Baum’s The Wonderful Wizard of Oz; and Willa Cather’s My Ántonia. Also new: additional movies with fresh Discussion and Writing Suggestions for each opening scene.
- New to this edition, Artificial Intelligence, Chapter 12, introduces students to rapid advances in AI science and related, potential upheavals in biology, politics, philosophy, and the economy.
- Chapter 14 restores a perennial favorite in WRAC: Fairy Tales: A Closer Look at Cinderella. In addition to multiple versions of the tale, we include several new, hard-hitting (brief) critiques as well as readings on the tale’s core structure and its feminist implications.
- Chapter 15, Advertising, offers two portfolios, one directing students to archives of print ads and another to carefully curated television commercials. Students will practice their visual literacy skills by conducting close analyses.
- Online text and video sources are provided throughout, with recommended search terms and strategies.

Structure and Signature Strengths

Structure

Writing and Reading Across the Curriculum is divided into a rhetoric and an anthology of readings. The anthology of readings is further subdivided into two parts, the first of these serving as a kind of bridge between the rhetoric and the anthology.

Part I takes students step-by-step through the process of writing papers based on source material, explaining and demonstrating how summaries, critiques, syntheses, and analyses can be generated from the kinds of readings students will encounter later in the book—and throughout their academic careers.

Part II, “Brief Takes,” offers mini-chapters of five to seven readings that are accompanied by a set of sequential writing exercises. We see working on one or more of these brief takes as a kind of “warm-up” exercise for the more intensive intellectual activities involved in tackling the full-length chapters. “The Roar of the Tiger Mom” and “The Art of the Musical Cover” (albeit with a different song to organize the chapter) are carried over from the previous edition. The third chapter, “Obedience to Authority,” is distilled from a full-length chapter in the thirteenth edition.

Part III offers full-length anthology chapters of ten or more readings on compelling topics selected to stimulate student interest. Tackling a range of perspectives, voices, and writing and argument strategies, these units immerse students in the kinds of sustained reading and writing required for other college courses.

Signature Strengths

Continued focus on argument in Part I emphasizes the following:

- The Elements of Argument: Claim, Support, Assumption. This section adapts the Toulmin
approach to the kinds of readings students will encounter in Parts II and III of the text.

• The Three Appeals of Logos, Ethos, Pathos. This discussion may be used to analyze arguments in the readings in Parts II and III of the book.

• Developing and Organizing Support for Arguments. This section helps students mine source materials for facts, expert opinions, and examples that will support their arguments.

• Annotated Student Papers. Model summaries, critique, explanatory synthesis, and argument synthesis emphasize writing strategies and careful use of sources.

Revel

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors’ narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel
www.pearson.com/revel

Supplements

Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you to not only choose course materials but also integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of Writing and Reading Across the Curriculum. Several of these supplements are available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.

• Instructor’s Resource Manual Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor’s Manual for the fourteenth edition of Writing and Reading Across the Curriculum provides sample syllabi and course calendars, chapter summaries, classroom ideas for writing assignments, introductions to each set of readings, and answers to review questions. Available within Revel and on the IRC.

• Powerpoint Presentation Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline and photos and figures from the textbook and Revel edition. Available on the IRC.

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