Contents

Pr	eface and acknowledgements	page vi
1	Introduction: towards developing dialogues among reading theorists and teachers	1
2	Three models of reading	13
3	Text, reader, ideology	68
In	terchapter: two epiphanies	91
4	Reading to write: the cultural imperatives underlying cognitive acts	97
5	On a topic of your own choosing and with a clear positio of your own, use at least seven unbiased, accurate, and authoritative sources to write a balanced and objective paper that gives a complete picture of the subject you are investigating	n 130
6	Critical literacy in practice: response statements, collaborative projects, formal essays	154
7	Always already theorists: literary theory and theorizing in the undergraduate curriculum	n 173
Conclusion		196
Aı	ppendix 1: Reading-to-write assignment on time	
management		203
Appendix 2: Interview questions for students		206
Appendix 3: Students' reactions to contradictions		209
Works cited		210
Index		225