

# Table of Contents

Acknowledgments .....xi  
Foreword by Maryanne Wolf .....xiii  
Introduction. .... xv

Part 1 Student Perspectives on Reading

---

1. Being and Nothingness ..... 3  
    –*Jamil Shakoor*  
2. Reconciling with the Lack of Diverse Literature as an Afro-Caribbean American ..... 5  
    –*Yana Rankine*  
3. Beyond the Token Author: Where Is Her Voice in Her Field? ..... 11  
    –*Mariah Salazar-Solórzano*  
4. A Response to Mariah Salazar-Solórzano’s “Beyond the Token Author: Where Is Her Voice in Her Field?” ..... 17  
    –*Cheri Lemieux Spiegel*  
5. Triunfando en Inglés ..... 19  
    –*Giovanna Rodriguez*  
6. A Response to Giovanna Rodriguez’s “Triunfando en Inglés” ..... 25  
    –*Vanessa Kraemer Sohan with Giovanna Rodriguez*  
7. Performative Literacy ..... 29  
    –*Justin Hollis*  
8. Two Worlds and the Bridge Between. .... 31  
    –*Nefi Ismael Guevara Perez*

Part 2 Some Versions, Dimensions, and Affordances of Deep Reading	
9. El Hoyo . . . . .	41
– <i>Alfredo Celedón Luján</i>	
10. Expanding Our Understanding of Deep Reading through Threshold Concepts . . . . .	47
– <i>Ellen C. Carillo</i>	
11. Freedom and Unfreedom: Deep Reading and Hegemonic Ideological Systems . . . . .	65
– <i>Patrick Sullivan</i>	
12. Reading in Slow Motion . . . . .	83
– <i>Richard E. Miller</i>	
13. Learning to Read in Graduate School . . . . .	95
– <i>Paula M. Krebs</i>	
Part 3 Antiracist Reading	
14. Assessment as an Act Is at Its Core an Act of Reading . . . . .	101
– <i>Asao B. Inoue</i>	
15. Reading toward Racial Literacy in the College Composition Classroom . . . . .	113
– <i>Mara Lee Grayson</i>	
16. Culturally White and Culturally Sustaining Ideals of Secondary-to-Postsecondary Reading Curriculum . . . . .	129
– <i>Jamila M. Kareem</i>	
Part 4 Translingual and Raciolinguistic Approaches to Teaching Reading	
17. “Can, Do, and Must”: Teaching Reading in the Translingual Writing Classroom . . . . .	149
– <i>Vanessa Kraemer Sohan</i>	
18. Reading Bilingual Community with Care: Emergent Bilingual Care for Teacher Education . . . . .	165
– <i>Steven Alvarez</i>	
19. Creating Your Classroom from the Students Up: Tapping into Students’ Translanguaging and Raciolinguistic Literacies for Deep Reading . . . . .	175
– <i>Kate Seltzer and Cati V. de los Ríos</i>	
Part 5 Further Discussion of Reading in the Classroom	
20. Magic Is Just Science We Don’t Understand Yet: Concrete Strategies for Engaging Students in Reflective Reading . . . . .	191
– <i>Kelly Cecchini and Amanda Navarra</i>	
21. “I Bought the Book and I Didn’t Need It”: What Reading Looks Like at an Urban Community College . . . . .	209
– <i>Annie Del Principe and Rachel Ihara</i>	
22. Reading and the Teaching for Transfer (TFT) Curriculum . . . . .	221
– <i>Howard Tinberg and Matthew Davis</i>	
23. Meaningful Reading in the Writing Classroom . . . . .	233
– <i>Kelly Blewett</i>	
24. Critical (Digital) Reading in the Age of Fake News . . . . .	243
– <i>Janine Morris, Giselle E. Kleiban, and Jaymin Vakharia</i>	
25. Reading Queer . . . . .	257
– <i>Stacey Waite</i>	
26. Reading Magic: Deep Reading in the Creative Writing Classroom . . . . .	271
– <i>Kate Cantrell and Nike Sulway</i>	

27. Replanting the Seeds of American Literature: Indigenous Texts as a Necessary Component of American Literature Courses—And Many Other Courses as Well. . . . . 285  
—*Meagan C. Frazier*

Part 6 Apprenticeships in Reading

28. On Not Teaching College-Level Reading in Order That Students Might Learn It: Honoring Our Pedagogical Legacy in the Composition Classroom. . . . . 299  
—*Sheridan Blau*

29. “We Know What We Are, but Not What We May Be”: Transforming Students as Readers of Shakespeare through Commentary Blogs . . . . . 315  
—*Cheryl Hogue Smith*

30. Reading Like a Writer: Deep Reading and Mentor Texts. . . . . 327  
—*Jason Courtmanche*

31. Learning Fiction’s Importance from Students in an English Classroom . . . . . 345  
—*Cristina Vischer Bruns*

32. More Than Just Talk: Socratic Seminar in the Community College Classroom . . . . . 357  
—*Ruth Aman*

33. An Open Letter to Students: How to Be Comfortable with Being Uncomfortable . . . . . 367  
—*Kate Cantrell and Jessica Gildersleeve*

Part 7 Reading Resources and Obstructions

34. Reading across the Lifespan: A Deep Reading Advantage Hypothesis . . . . . 373  
—*Alice S. Horning*

35. Return of the Test Subject: Reading Disability, Fostering Disability Literacies. . . . . 387  
—*Ada Hubrig*

36. Seeing the Unseen: Reading and Writing in the Anthropocene . . . . . 391  
—*Rich Novack*

37. Depth Prevention: When Trauma Interferes with Literary Engagement. . . . . 403  
—*Adam Wolfsdorf*

Editors . . . . . 411

Contributors . . . . . 415

Index . . . . . 425