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Gary Colombo is professor emeritus of English and ESL at Los Angeles City College. He has also published *Mind Readings: An Anthology for Writers* (2002), and with Bonnie Lisle and Sandra Mano, *Frame Work: Culture, Storytelling and College Writing* (1997), both for Bedford/St. Martins. Robert Cullen is professor emeritus of English at San Jose State University, where he taught a wide range of ...

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Gary Colombo is the author of Rereading America (3.81 avg rating, 335 ratings, 23 reviews, published 1992), Mind Readings (3.62 avg

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Gary Colombo (Author of Rereading America)

REREADING AMERICA Cultural Contexts for Critical Thinking and Writing. ELEVENTH EDITION. EDITED BY. Gary Colombo. Emeritus Los Angeles City College. Robert Cullen. Emeritus San Jose State University. Bonnie Lisle. University of California, Los Angeles. 4. For Bedford/St. Martin's. Vice President, Editorial, Macmillan Learning Humanities: Edwin Hill

REREADING AMERICA Cultural Contexts for Critical Thinking

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The book Rereading America provides a deep socio-psychological perspective of the American community. From the articles that make up the text to the illustrations depicting American people and their environment at different stages and statuses of life, the book directs the readers focus on the America that is not commonly seen from the outside perception of life.

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Teach students to critically examine the assumptions of American culture Enhance your abilities to think and write critically by taking a deeper look into existing cultural assumptions. Rereading America probes the myths underlying these assumptions, as you spend time revisiting, revising, or defending them through your own writing.

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Rereading America 1772 Words 8 Pages In the book, □Rereading America□ by, Gary Colombo, Robert Cullen, and Bonnie Lisle, it starts off on page 210 describing a well educated Black Man of the times in 1960s. □Born Malcolm Little; Malcolm X was one of the most articulate and powerful leaders of Black America during the 1960s.

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watched their students grow as critical thinkers and writers as they grapple with cross-curricular readings that not only engage them, but also challenge them to reexamine deeply held cultural assumptions, such as viewing success solely as the result of hard work.

Rereading America: Cultural Contexts for Critical Thinking ... Gary Colombo, Robert Cullen, and Bonnie Lisle in their book [Rereading America](#) feel that commencing college is a very disturbing experience. So many things we have to deal with while starting college, but the major challenges are expanded difficulty levels and higher expectation which we are not familiar with over the years of high school.

Rereading America has remained the most widely adopted book of its kind because of its unique approach to the issue of cultural diversity. Unlike other multicultural composition readers that settle for representing the plurality of American voices and cultures, Rereading America encourages students to grapple with the real differences in perspectives that arise in our complex society. With extensive editorial apparatus that puts readings from the mainstream into conversation with readings from the margins, Rereading America provokes students to explore the foundations and contradictions of our dominant cultural myths.

Rereading America remains the most widely adopted book of its kind because it works: instructors tell us time and again that they've watched their students grow as critical thinkers and writers as they grapple with cross-curricular readings that not only engage them, but also challenge them to reexamine deeply held cultural assumptions, such as viewing success solely as the result of hard work. Extensive apparatus offers students a proven framework for

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revisiting, revising, or defending those assumptions as students probe the myths underlying them. Rereading America has stayed at the forefront of American culture, contending with cultural myths as they persist, morph, and develop anew. The tenth edition, developed with extensive input from users, features a refreshed collection of readings with a new chapter that introduces students to one of the most pervasive myths of our time: technological innovation fosters a more equal society. Also in response to instructors' requests for more writing instruction, there are now more questions that help students apply to their own writing the strategies used in the readings.

Omfatter 56 - artikler, essays, fiktion, interviews og poesi om Amerika

Rereading America remains the most widely adopted book of its kind because it works: instructors tell us time and again that they've watched their students grow as critical thinkers and writers as they grapple with cross-curricular readings that not only engage them, but also challenge them to reexamine deeply held cultural assumptions, such as viewing success solely as the result of hard work. Extensive apparatus offers students a proven framework for revisiting, revising, or defending those assumptions as students probe the myths underlying them. Rereading America has stayed at the forefront of American culture, contending with cultural myths as they persist, morph, and develop anew. The eleventh edition features a refreshed collection of readings with an updated chapter that introduces students to one of the most pervasive myths of our time: technological innovation fosters an improved society. Also in response to instructors' requests for more writing instruction, there

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are now more questions that help students apply to their own writing the strategies used in the readings.

How do your senses and memory work? What is the nature of consciousness? What sets your intelligence apart from that of animals and computers? *Mind Readings* urges your students to think carefully about such questions -- questions about cognition, or the process of thinking itself. Because many of the topics in the book deal directly with the skills students need in college -- such as interpreting and remembering what they read and communicating the ideas they find -- students are likely to improve these crucial skills. The readings themselves are memorable and worth talking about. Deborah Blum tries to convince your students that emotional sensitivity gives enormous advantages to women. Students weigh Francine Patterson and Wendy Gordon's claim that Koko, the gorilla who has mastered human language, deserves to be considered a person. A rich editorial apparatus helps students read texts closely, connect the ideas they encounter in the text to their life experiences, and extend the book's ideas to larger issues such as race, cultural memory, and the social conception of selfhood.

□This book is a godsend □ a moving portrait for anyone wanting to go beyond the simplified labels and metrics and really understand an urban high school, and its highly individual, resilient, eager and brilliant students and educators. □ □Dave Eggers, co-founder, 826 National and ScholarMatch Darrell is a reflective, brilliant young man, who never thought of himself as a good student. He always struggled with his reading and writing skills. Darrell's father, a single parent, couldn't afford private tutors. By the end of middle school, Darrell's grades and his confidence were at an all time low.

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Then everything changed. When education journalist Kristina Rizga first met Darrell at Mission High School, he was taking AP calculus class, writing a ten-page research paper, and had received several college acceptance letters. And Darrell was not an exception. More than 80 percent of Mission High seniors go to college every year, even though the school teaches large numbers of English learners and students from poor families. So, why has the federal government been threatening to close Mission High—and schools like it across the country? The United States has been on a century long road toward increased standardization in our public schools, which resulted in a system that reduces the quality of education to primarily one metric: standardized test scores. According to this number, Mission High is a “low-performing” school even though its college enrollment, graduation, attendance rates and student surveys are some of the best in the country. The qualities that matter the most in learning—skills like critical thinking, intellectual engagement, resilience, empathy, self-management, and cultural flexibility—can't be measured by multiple-choice questions designed by distant testing companies, Rizga argues, but they can be detected by skilled teachers in effective, personalized and humane classrooms that work for all students, not just the most motivated ones. Based on four years of reporting with unprecedented access, the unforgettable, intimate stories in these pages throw open the doors to America's most talked about—and arguably least understood—public school classrooms where the largely invisible voices of our smart, resilient students and their committed educators can offer a clear and hopeful blueprint for what it takes to help all students succeed.

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