

Pedagogy

Critical Approaches
to Teaching
Literature, Language,
Composition, and Culture

April 2021

Volume 21

Issue 2

Special Issue: Reading and Writing in the Era of Fake News

Guest Editors: Ellen C. Carillo and Alice S. Horning

Guest Editors' Introduction | *Ellen C. Carillo and Alice S. Horning* 197

Critical Reading in a Screen Paradigm: From Deficit to Default |
Doug Downs 205

Critical Thinking, Identity, and Performance: Insights from
Neuropsychological Research | *Irene L. Clark* 225

Developing Critical Readers in the Age of Literacy Acceleration |
Joanne Baird Giordano and Holly Hassel 241

Information, Identity, and Ideology: Reading toward Racial Literacy
in a Composition Classroom | *Mara Lee Grayson* 259

Assessing the Impact on Critical Reading and Critical Thinking:
Using Commonplace Books and Social Reading Practices in a First-Year
Writing Classroom | *Anna Maria Johnson and Nusrat Jahan* 277

“Writing Back to the News”: Reading the News as a Pedagogical
Strategy to Empower Students, Improve Their Critical Reading Skills,
and Fight “Fake News” | *Kelly King-O'Brien* 295

Writing Faculty and Librarians Collaborate: Mapping Successful
Writing, Reading, and Information Literacy Practices for Students in a
Post-truth Era | *Tina S. Kazan, Nicholas N. Behm, and Peg Cook* 311

Pedagogy to Disrupt the Echo Chamber: Digital Annotation as Critical
Community to Promote Active Reading | *Mary Traester, Chris Kervina,
and Noel Holton Brathwaite* 329

Social Annotation as Transcontextualization in Graduate Reading
Practices | *Michelle Sprouse* **351**

Slow Peer Review in the Writing Classroom |
Timothy Oleksiak **369**

Contributors **385**