LARAINE FLEMMING

READING *for* THINKING

EIGHTH EDITION

What Experienced Readers Do	How Skilled Writers Respond
1. When reading for pleasure, readers use titles to make decisions about what to read.	1. Writers create eye-catching titles that will make readers think, “I really want to read that.”
2. When doing school assignments, readers use titles, headings, and visual aids to make predictions and frame their expectations about the writer’s train of thought.	2. Writers of textbooks consciously use titles, headings, and visual aids to explain ideas and help readers stay on track.
3. Readers skim to get a general idea of what the author wants to say before reading more closely to determine what the reading is about.	3. Writers start with a rough draft of an idea to get a sense of what they want to say and how they want to say it.
4. Once readers get a sense of the author’s central thought, they check to see if the remaining paragraphs support the idea they have in mind.	4. As they draft and revise, writers make sure that their supporting paragraphs relate to the overall main idea and clearly connect to it.
5. Readers pay close attention to sentence and paragraph openings, making sure they understand what each new sentence contributes to the previous one.	5. Writers take special care with sentence and paragraph openings, making sure that they indicate how new information links up to what was previously said.
6. Readers pay attention to the repetition and reference of key words to determine how each new sentence refers to the previous one.	6. Writers repeat and refer to key words to help readers understand how new information relates to what’s been said before.
7. Readers try to identify the tone, or attitude, that comes through in the author’s words, knowing that it can influence their response to a piece of writing.	7. Writers with a persuasive intent craft their tone carefully using language, imagery, and even grammar to communicate their attitude toward the subject matter.
8. Readers make it a point to learn allusions that are considered common knowledge. If, for instance, the writer talks about a battle ending in a *pyrrhic victory,* readers immediately know that the victory came at too great a price.	8. Writers match the allusions they use to their audience. If the audience is made up of people under twenty, the writer will allude to a lyric from a song by Jay Z rather than one made famous by sixties rocker Janis Joplin.
9. Readers pay close attention to the language a writer uses to describe an issue, keeping an eye out for *bias*, or prejudice favoring one point of view over another.	9. Writers intent on persuasion know that they can’t let their bias blind them to opposing points of view, so they treat the opposition with respect, keeping their language courteous and their attitude fair.

Glossary of Critical Thinking Terms

Allusions Allusions are the references to people, places, and events that authors use to create both tone and meaning. In the following statement, the author alludes to a famous actress to make her point: "The ad for the toothpaste implied that it would give users a Julia Roberts smile."

Arguments Arguments introduce opinions that the author wants readers to share. To make those opinions convincing, the author provides persuasive reasons and evidence. Many arguments also identify and answer typical or possible objections.

Bias Bias in writing reveals the author's personal inclination to support or criticize a particular person, idea, or event.

Circular reasoning Writers who employ circular reasoning use different words to say the same thing twice.

Connotations The associations, positive or negative, that come with a word.

Denotation The dictionary meaning of a word.

Facts Statements of fact describe without evaluating or interpreting. They are not influenced by an author's personal experience or background, and their accuracy can be checked or verified.

Generalizations Generalizations sum up or draw conclusions about a number of different, but in some way related, people, places, or events.

Hasty generalizations Broad generalizations based on too few examples are considered "hasty."

Implied main idea The implied main idea of a reading is suggested but not directly stated.

Inferences Inferences are the conclusions a reader draws concerning main ideas, supporting details, and connections implied by the author but not directly stated in the text. Effective inferences are based primarily on the author's actual words, whereas ineffective inferences rely too heavily on the reader's personal experience and knowledge.

Informative writing Informative writing describes people, events, or ideas without including personal judgments by the author.

Irony Writers who use irony say the opposite of what they mean.

Logical conclusions Logical conclusions are assumptions readers are likely to make about how the author—or someone the author mentions—might respond when faced with a situation similar to the one described in a text. Although they can be, logical conclusions are not necessarily part of the author's intention in writing. They do, however, have to be based on or follow from the author's actual words.

Metaphor Metaphors make comparisons that reveal a hidden similarity between two very different things: "Although annoyed, she still managed a vinegary smile."

Opinions Statements of opinion reflect the author's point of view. Unlike statements of fact, they are shaped by an author's personal experience, training, and background, and they cannot be checked for accuracy.

Paraphrase A paraphrase translates an author's ideas into someone else's words without altering or changing the original meaning.

Persuasive writing Persuasive writing expresses an opinion that the writer wants readers to share, or at least to consider.

Purpose An author's purpose is his or her intention in writing. Although there are many reasons why authors write—to criticize, describe, celebrate, amuse, and so on—most of them fall into three general categories: to inform, persuade, or entertain.

Relevant and irrelevant reasons Relevant reasons are related to the opinion being discussed whereas irrelevant reasons have no real connection.

Similes Comparisons using the words *like* or *as*, similes, like metaphors, reveal hidden likenesses: "He wore his misery like a comfortable bathrobe."

Slippery slope thinking Writers who use this kind of logic say that if one event occurs, a host of similar and even worse events are bound to follow.

Synthesizing In the process of synthesizing, readers find a way to link different sources that discuss the same topic.

Tone Like tone of voice in speaking, tone in writing is the author's way of expressing his or her attitude toward a particular subject. Depending on audience and subject matter, a writer's tone can range widely. It can be angry and sarcastic in one context, and humorous or lighthearted in another.

Reading for Thinking

Eighth Edition

Laraine E. Flemming

Dina Stewart Levitre
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Contributing Writer and Consultant

"The point here is to see and reflect on what sorts of things you need to add to the language to gain clarity: what sorts of inferences or guesses you need to make; what knowledge you need to bring to bear . . ."

—*How to Do Discourse Analysis: A Toolkit,* James Paul Gee

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A Word from Laraine Flemming

> ***"The ideal teacher functions as a model of comprehension-fostering-and-monitoring activities. . . ."***
>
> —From *Instructing Comprehension: Fostering Activities in Interactive Learning Situations* by Ann L. Brown, Annemarie Sullivan Palinscar, and Bonnie B. Armbruster

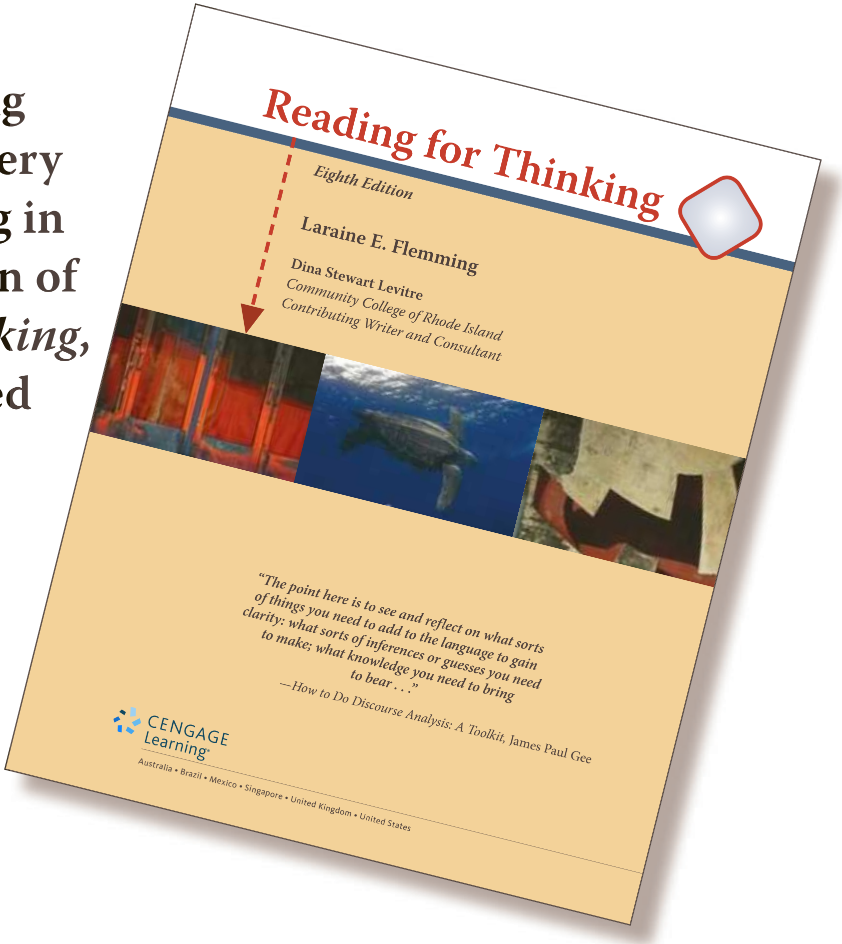
Much of what I do in my books—focus on explaining skills and concepts in as clear and as concrete a way as possible—comes from what I have learned over the course of thirty-five years as a classroom instructor teaching reading and writing to very diverse student populations—from eight-year-olds struggling to master phonics and the mysteries of English spelling to my current class of poetry students, whose ages range from 78 to 96. Without illustrations that model the process of both reading and composing, students are likely to get confused, thus my consistent emphasis on showing them how to think their way through a text, whether they are reading it or writing it.

My more formal training includes a Bachelor of Science in English Education with a secondary reading certification, a Master of Arts in Victorian Literature, and a Ph.D. in American literature, all of which have also contributed to how I think about language and learning and the role they should play in teaching both reading and writing.

Still, it's definitely been the classroom that has forged my ideas about how to improve students' reading and writing. What you see in my books are classroom-tested, research-based explanations and exercises that have worked for me, as well as the many instructors who have generously helped me revise and refine them over the years. As always, my hope is that they will work for you just as well.

Preface

Laraine Flemming unlocks the mystery of critical reading in the Eighth Edition of *Reading for Thinking*, the most advanced text in her three-book series.



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"The point here is to see and reflect on what sorts of things you need to add to the language to gain clarity: what sorts of inferences or guesses you need to make; what knowledge you need to bring to bear . . ."

—How to Do Discourse Analysis: A Toolkit, James Paul Gee

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"The strength of this edition is Laraine's writing style."

—Michelle Hollitz, Borough of Manhattan Community College

"One strength about this book is its clear and simple explanation of the skills and concepts. . . . The many exercises allow students to practice and reinforce the skills and knowledge."

—Danhua Wang, Indiana University of Pennsylvania

Unlike other textbooks that assume critical reading requires an entire set of new and different skills, *Reading for Thinking* shows students step by step how to broaden and deepen their idea of comprehension until it includes the analysis of a writer's language, logic, tone, and evidence.

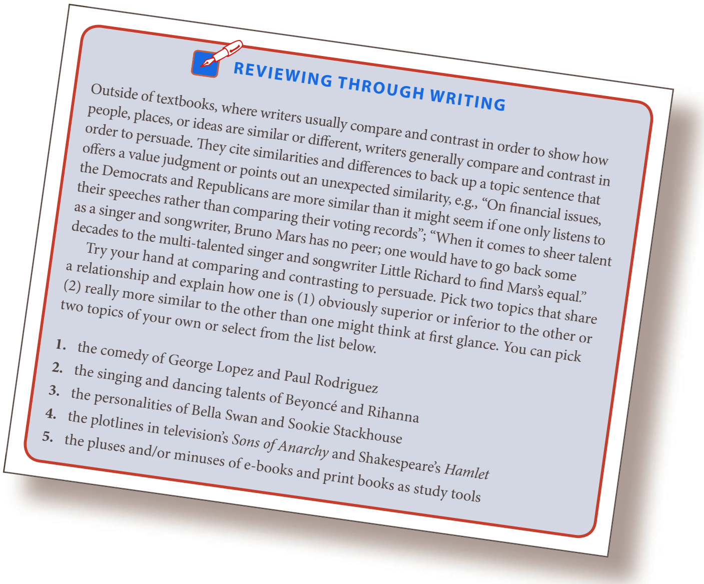
Using high-interest readings from textbooks, magazines, and newspapers, the author goes beyond asking students to analyze the ideas of others and encourages them to express strong opinions of their own. They then have to explain and defend those opinions by using the analytical tools identified in her text. As always, this new edition features Laraine Flemming's trademark clear writing style and engaging tone.

New to the Eighth Edition

While the book's much praised style and approach remain the same, the eighth edition of *Reading for Thinking* includes a number of new and important features.

◆ Connecting Writing to Reading

Brand-new *Reviewing Through Writing* assignments follow up explanations of reading techniques, so that students better understand how writers and readers work together. As soon as students have learned what a writer does to help readers focus on key words and get the point of a text, they are asked to switch roles. They become the writers, who provide the necessary clues that help readers re-create their intended message.



REVIEWING THROUGH WRITING

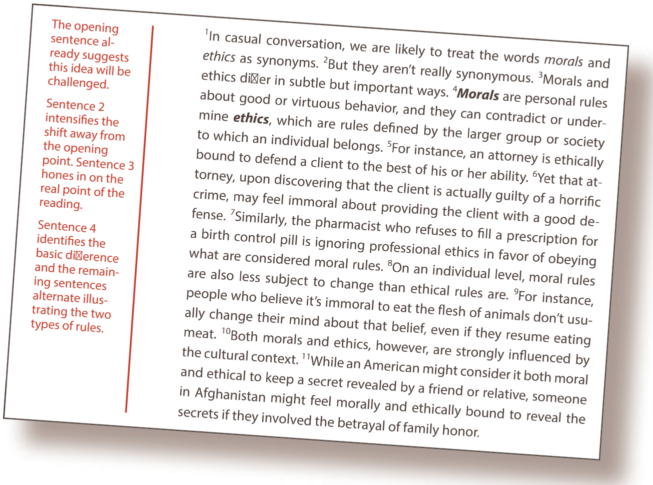
Outside of textbooks, where writers usually compare and contrast in order to show how people, places, or ideas are similar or different, writers generally compare and contrast in order to persuade. They cite similarities and differences to back up a topic sentence that offers a value judgment or points out an unexpected similarity, e.g., "On financial issues, the Democrats and Republicans are more similar than it might seem if one only listens to their speeches rather than comparing their voting records"; "When it comes to sheer talent as a singer and songwriter, Bruno Mars has no peer; one would have to go back some decades to the multi-talented singer and songwriter Little Richard to find Mars's equal."

Try your hand at comparing and contrasting to persuade. Pick two topics that share a relationship and explain how one is (1) obviously superior or inferior to the other or (2) really more similar to the other than one might think at first glance. You can pick two topics of your own or select from the list below.

1. the comedy of George Lopez and Paul Rodriguez
2. the singing and dancing talents of Beyoncé and Rihanna
3. the personalities of Bella Swan and Sookie Stackhouse
4. the plotlines in television's *Sons of Anarchy* and Shakespeare's *Hamlet*
5. the pluses and/or minuses of e-books and print books as study tools

◆ Marginal Think Alouds Model Expert Reading

Drawing on the research of Annemarie Palinscar, Ann L. Brown, and P. David Pearson, all of whom emphasize the importance of consistent and explicit instruction in comprehension strategies, Flemming has included marginal annotations—*Think Alouds*—that show students how to use clues from the text to determine the writer's main idea and store it in their long-term memory.



The opening sentence already suggests this idea will be challenged.

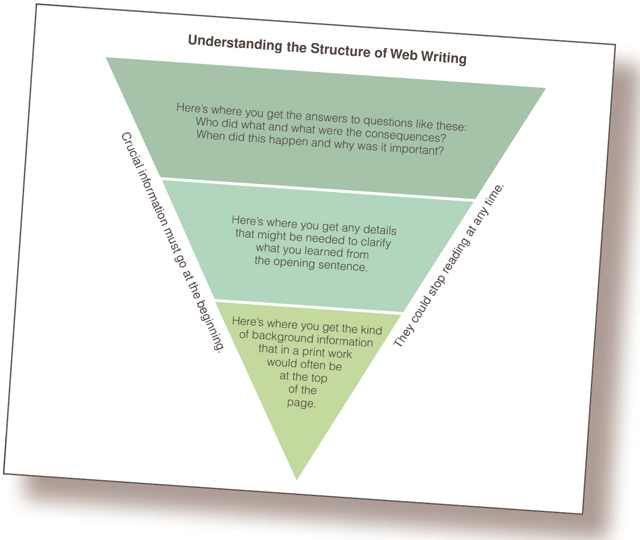
Sentence 2 intensifies the shift away from the opening point. Sentence 3 hones in on the real point of the reading.

Sentence 4 identifies the basic difference and the remaining sentences alternate illustrating the two types of rules.

[1]In casual conversation, we are likely to treat the words *morals* and *ethics* as synonyms. [2]But they aren't really synonymous. [3]Morals and ethics differ in subtle but important ways. [4]***Morals*** are personal rules about good or virtuous behavior, and they can contradict or undermine ***ethics***, which are rules defined by the larger group or society to which an individual belongs. [5]For instance, an attorney is ethically bound to defend a client to the best of his or her ability. [6]Yet that attorney, upon discovering that the client is actually guilty of a horrific crime, may feel immoral about providing the client with a good defense. [7]Similarly, the pharmacist who refuses to fill a prescription for a birth control pill is ignoring professional ethics in favor of obeying what are considered moral rules. [8]On an individual level, moral rules are also less subject to change than ethical rules are. [9]For instance, people who believe it's immoral to eat the flesh of animals don't usually change their mind about that belief, even if they resume eating meat. [10]Both morals and ethics, however, are strongly influenced by the cultural context. [11]While an American might consider it both moral and ethical to keep a secret revealed by a friend or relative, someone in Afghanistan might feel morally and ethically bound to reveal the secrets if they involved the betrayal of family honor.

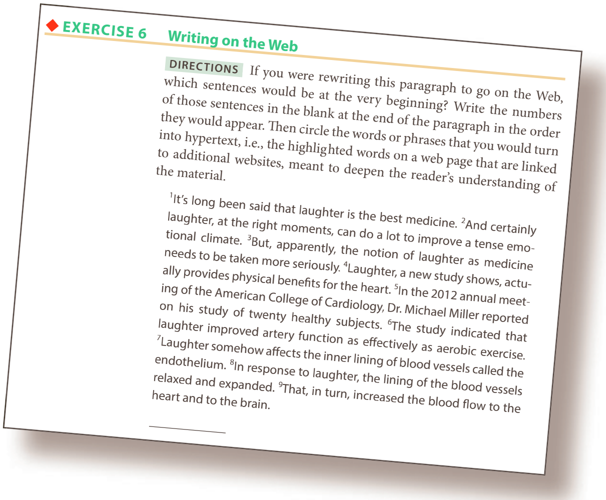
◆ New Material About Reading on the Web

The Eighth Edition includes many more practical tips on how experienced readers respond to writing created specifically for the Web. A brand-new section identifies the specific differences between writing for print and writing for an online audience.


Understanding the Structure of Web Writing
Here's where you get the answers to questions like these: Who did what and what were the consequences? When did this happen and why was it important?
Here's where you get any details that might be needed to clarify what you learned from the opening sentence.
Here's where you get the kind of background information that in a print work would often be at the top of the page.
Crucial information must go at the beginning.
They could stop reading at any time.

◆ Writing Exercises Test Web Expertise

The Eighth Edition also provides original exercises that encourage students to apply what they know about the differences between print and Web-based texts to create print text ready for viewing online.



◆ **EXERCISE 6** **Writing on the Web**

DIRECTIONS If you were rewriting this paragraph to go on the Web, which sentences would be at the very beginning? Write the numbers of those sentences in the blank at the end of the paragraph in the order they would appear. Then circle the words or phrases that you would turn into hypertext, i.e., the highlighted words on a web page that are linked to additional websites, meant to deepen the reader's understanding of the material.

[1]It's long been said that laughter is the best medicine. [2]And certainly laughter, at the right moments, can do a lot to improve a tense emotional climate. [3]But, apparently, the notion of laughter as medicine needs to be taken more seriously. [4]Laughter, a new study shows, actually provides physical benefits for the heart. [5]In the 2012 annual meeting of the American College of Cardiology, Dr. Michael Miller reported on his study of twenty healthy subjects. [6]The study indicated that laughter improved artery function as effectively as aerobic exercise. [7]Laughter somehow affects the inner lining of blood vessels called the endothelium. [8]In response to laughter, the lining of the blood vessels relaxed and expanded. [9]That, in turn, increased the blood flow to the heart and to the brain.

______

◆ New Tips on Evaluating Websites

Despite the media hype about students being digital natives, research on Web use indicates that students vary widely in their ability to use the Web with many of them unsure about how to go about gathering and evaluating information. *Reading for Thinking* now provides specific tips designed to help students critically evaluate online information.

◆ More Visuals to Please the Brain

The latest cognitive research on learning indicates that information is stored in different ways in different regions of the brain. In response to that research, this edition makes heavier use of diagrams and photos that echo the message of the text, thereby doubling the chances that students will store it in long-term memory.

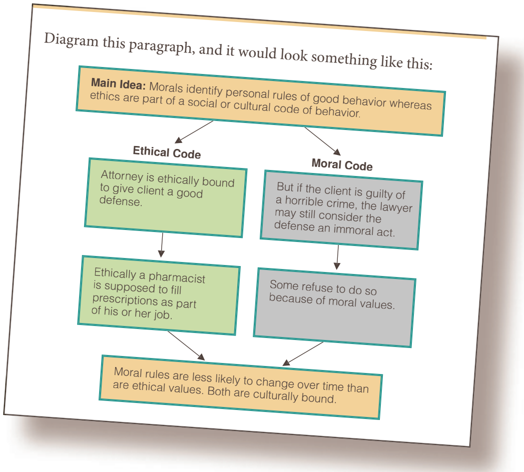


Diagram this paragraph, and it would look something like this:

Main Idea: Morals identify personal rules of good behavior whereas ethics are part of a social or cultural code of behavior.

Ethical Code

Attorney is ethically bound to give client a good defense.

Ethically a pharmacist is supposed to fill prescriptions as part of his or her job.

Moral Code

But if the client is guilty of a horrible crime, the lawyer may still consider the defense an immoral act.

Some refuse to do so because of moral values.

Moral rules are less likely to change over time than are ethical values. Both are culturally bound.

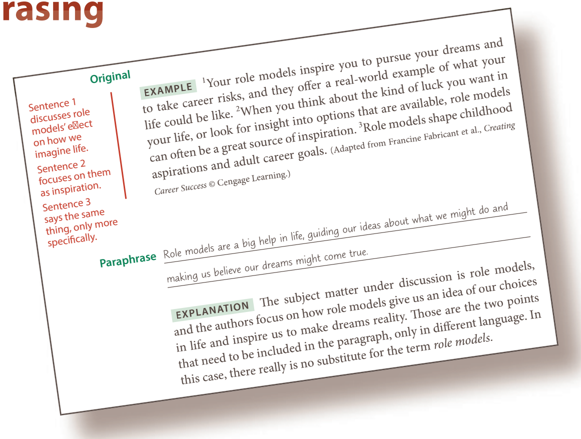
◆ Revised and Expanded Discussion of Summarizing

The new edition of *Reading for Thinking* gives summarizing more attention than ever before. Chapter 1, **Acquiring the Keys to Academic Success**, shows students how to create summary sheets for note-taking. Chapter 5, **Underlining, Outlining, and Summarizing Longer Readings**, offers a revised series of pointers on how to construct a useful summary, showing students how text-specific questions can help them decide which details go into a summary and which ones can be left out.

Who or what was involved?
When did these events happen?
Who or what caused them?
What was attempted or accomplished?
What was the outcome?
Where did events take place?
What was the time frame?
How were the people or events involved related?
What's the underlying organizational pattern?

◆ More Practice with Paraphrasing

Like summarizing, paraphrasing is a crucial academic skill. In recognition of this, the Eighth Edition of *Reading for Thinking* offers a revised list of paraphrasing pointers in the opening chapter, **Acquiring the Keys to Academic Success**, and expands throughout the number of exercises asking students to paraphrase main ideas and brief excerpts.



Original

Sentence 1 discusses role models' effect on how we imagine life.
Sentence 2 focuses on them as inspiration.
Sentence 3 says the same thing, only more specifically.

EXAMPLE [1]Your role models inspire you to pursue your dreams and to take career risks, and they offer a real-world example of what your life could be like. [2]When you think about the kind of luck you want in your life, or look for insight into options that are available, role models can often be a great source of inspiration. [3]Role models shape childhood aspirations and adult career goals. (Adapted from Francine Fabricant et al., *Creating Career Success* © Cengage Learning.)

Paraphrase Role models are a big help in life, guiding our ideas about what we might do and making us believe our dreams might come true.

EXPLANATION The subject matter under discussion is role models, and the authors focus on how role models give us an idea of our choices in life and inspire us to make dreams reality. Those are the two points that need to be included in the paragraph, only in different language. In this case, there really is no substitute for the term *role models*.

> *"The first chapter is also a strength—it's nice to start with study strategies before starting into other content."*
>
> —Michelle Hollitz, Borough of Manhattan Community College

> *"Paraphrasing is very helpful to the students."*
>
> —Cathy Hunsicker, Dalton State College

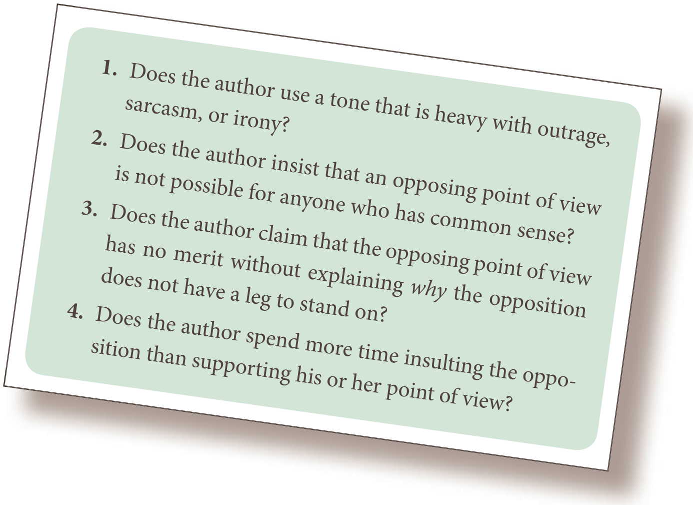
More Questions That Encourage Personal Engagement

Appearing throughout the chapters are *What Do You Think?* questions designed to stimulate discussion of ideas introduced in the readings. The questions help students recognize, early on, that the title *Reading for Thinking* refers not just to the thinking of others but also to their own ability to form opinions on critical issues.

> *"I love using* **Reading for Thinking**. *The comprehension skills are presented in a friendly, casual way, and the readings are interesting, so the comprehension issue is very well addressed."*
>
> —Dina Levitre, Community College of Rhode Island

Revised Discussion of Bias

Identifying bias in a reading passage can be challenging, so Chapter 10, **Evaluating Arguments**, offers a revised discussion of the topic with many new examples that illustrate the difference between acceptable and unacceptable bias. Chapter 10 also describes four key characteristics of a bias that has gone overboard to become so excessive readers need to look elsewhere for information.



1. Does the author use a tone that is heavy with outrage, sarcasm, or irony?
2. Does the author insist that an opposing point of view is not possible for anyone who has common sense?
3. Does the author claim that the opposing point of view has no merit without explaining *why* the opposition does not have a leg to stand on?
4. Does the author spend more time insulting the opposition than supporting his or her point of view?

> *"I love this textbook. I chose it because it has targeted skill development that builds and then is assessed in longer readings. . . . Flemming does an excellent job of providing readings that spark discussion."*
>
> —Michele Forbis, North Central Texas College

Revised End-of-Chapter Format Allows for More Comprehensive Reviews

Titled *Taking Stock*, the end-of-chapter readings cover a wide range of topics from the environmental importance of the alligator to the evolutionary significance of romantic infatuation. In completing each *Taking Stock* selection, students review what they have learned not just from the chapter just completed but also from the chapters that came before. The majority of the *Taking Stock* readings are drawn from college textbooks.

Double the Number of Textbook Selections

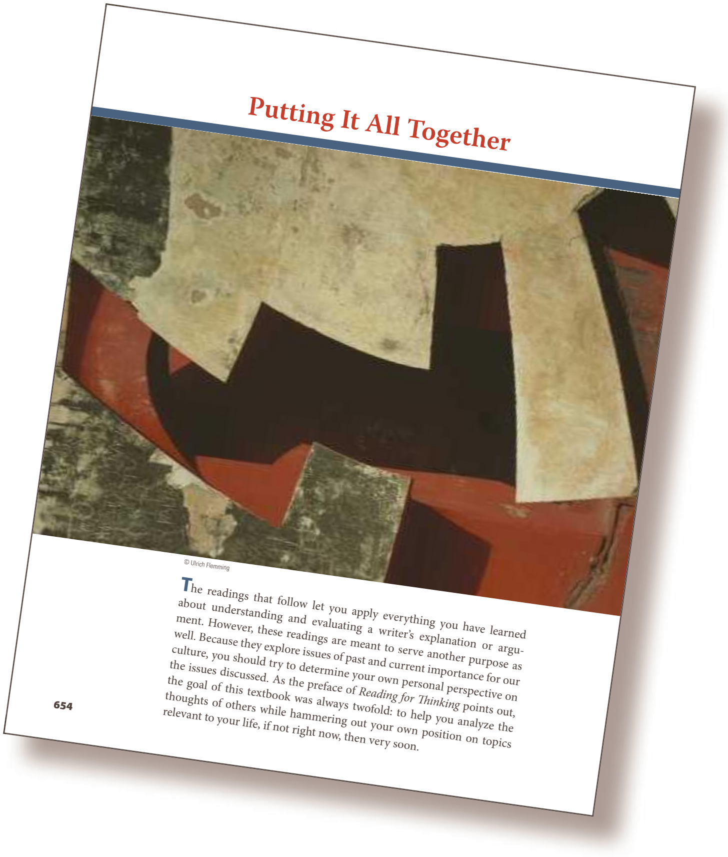
The Eighth Edition of *Reading for Thinking* includes more textbook selections than ever before. But like all the readings in a Flemming text, the textbook excerpts included focus on topics and issues that will stimulate student interest; among them are discussions of children raised by animals, the origin and function of romantic love, the mysterious "white nose syndrome" that threatens the existence of bats, and the influence of optimism on human survival.

New Thematically Linked Readings in *Putting It All Together*

Four out of the five end-of-book readings are new and focus on the way culture shapes consciousness. Readings range from media researcher Sherry Turkle's contention that our ability to interact with others is shrinking as we increasingly rely on digital communication to sociologist Jim Henslin's argument that our personal interactions are what make us human. Because the readings are now thematically linked, students get additional chances to compare and synthesize different positions on the same topic.

A New Format for *Putting It All Together*

All the end-of-book readings include marginal annotations that guide the reader's attention while questions on the readings are divided into two parts. *Taking a Closer Look* offers a review of specific comprehension skills while *Reading with a Critical Eye* encourages students to use the critical reading tools introduced in the second half of the book.



Putting It All Together

© Ulrich Flemming

The readings that follow let you apply everything you have learned about understanding and evaluating a writer's explanation or argument. However, these readings are meant to serve another purpose as well. Because they explore issues of past and current importance for our culture, you should try to determine your own personal perspective on the issues discussed. As the preface of *Reading for Thinking* points out, the goal of this textbook was always twofold: to help you analyze the thoughts of others while hammering out your own position on topics relevant to your life, if not right now, then very soon.

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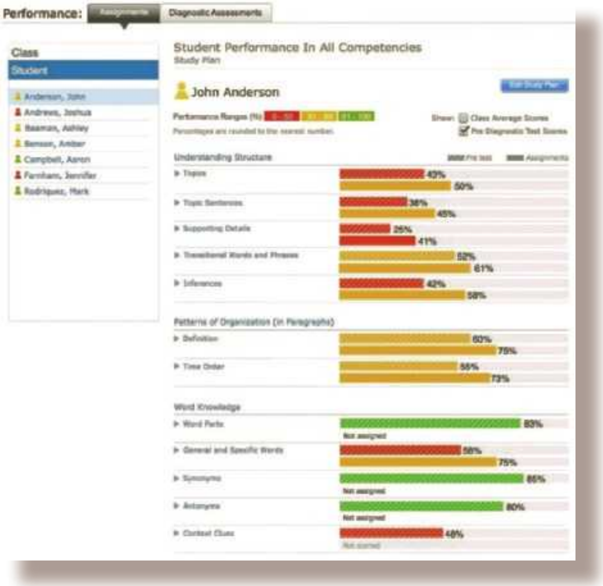
And Some Things Never Change

In its latest edition, *Reading for Thinking* still offers

- an incremental approach with each new skill building upon the previous one.
- lively readings that encourage student motivation.
- numerous and varied exercises.
- clear, comprehensive, and concrete explanations.
- *Check Your Understanding* reviews that help students and instructors assess learning.
- a variety of test and practice questions that go beyond testing content to teach students how to think their way through a text.
- vocabulary reviews concluding Chapters 3 through 10.

Additional Resources

◆ For Students



Aplia for Developmental Reading, an online reading and learning solution, helps students become better readers by motivating them with compelling material, interactive assignments, and detailed explanations. In-text vocabulary features new and challenging words. Students receive immediate, detailed explanations for every answer, and grades are automatically recorded in the instructor's Aplia gradebook.

Aplia's chapter specific problem sets ensure that students are learning course concepts and practicing their application on a regular basis. With this text you may also have your students use an Individualized Study Path (ISP). ISP is an alternative course format for Developmental English. Based on diagnostic performance data, an ISP creates a unique list of assignments in Aplia for each student. For more information visit www.aplia.com/developmentalenglish.

◆ For Instructors

The Instructor's Resource Manual and Test Bank offers suggestions for teaching each chapter and supplementary exercises for skills introduced in *Reading for Thinking*. These suggestions and exercises are great for the new instructor looking for support or the more experienced teacher looking for ideas. The Instructor's Resource Manual also provides a list of all the vocabulary words introduced in the book, along with a sample midterm and final, and glossary of key terms.

Cengage Learning Testing Powered by Cognero® is a flexible, online system that allows instructors to author, edit, and manage text-specific test-bank content. Instructors can create their own questions or edit existing ones using the online system. Content can be delivered through an LMS with no special installs or downloads required.

The Instructor Companion Website features a wide variety of teaching aids, including chapter-specific PowerPoint presentations, the Instructor's Manual, and more. Instructors who want to use the companion website should go to login.cengage.com. Faculty who have not set up a username and password can create an account on this site.

Acknowledgments

As always, I relied heavily on reviewers' suggestions to guide this revision, and once again, my reviewers came through with ideas for improvements that were thoughtful, imaginative, and practical, a more complicated, three-part mix than one might think. The following reviewers were definitely up to the challenge. Many thanks to Rita Alonso-Sheldon, Palm Beach State College; Wendy Crader, Alamo Colleges Northeast Lakeview; Michele Forbis, North Central Texas College; Carol Friend, Mercer County Community College; Laura Hamilton, Oregon County Community College; Michelle Hollitz, Borough of Manhattan Community College; Cathy Hunsicker, Dalton State College; Dina Levitre, Community College of Rhode Island; Donalyn Lott, Nunez Community College; and Danhua Wang, Indiana University of Pennsylvania.

In addition to my reviewers, I want to thank my editor Shani Fisher for her almost superhuman patience and support as well as her smart revision suggestions, which shaped my thinking about what would improve the book; Maggie Barbieri, whose remarkable talents as a writer and a human being helped me meet tight deadlines; Nancy Benjamin of Books By Design, whose two decades of work as the packager of my books have been invaluable to me and a major reason why the books have been successful; Mary Schnabel, whose proofreading and design suggestions have always made the pages of my books better than they were when they left my desk; Karyn Morrison, whose endless patience tracking down the permission rights for my readings never ran out, and last but never least, to Ulrich Flemming, whose gorgeous photographs continue to light up the pages of my books.

1

Acquiring the Keys to Academic Success

IN THIS CHAPTER, YOU WILL LEARN

- how to use a five-step method for comprehending textbook assignments.
- how annotating and underlining aid both comprehension and memory.
- why paraphrasing while reading is critical to academic success.
- how to use the Web to prepare for reading assignments.
- how to adapt your learning strategies to reading on the Web.

> *"Studying requires a double or split mental focus. On the one hand, you need to be focused on the material itself. At the same time, however, you need to be constantly checking to see that you are actually performing those mental operations that produce learning."*
>
> —E. A. Locke, *A Guide to Effective Study*

By the time you finish this textbook, you'll possess all the reading and learning strategies you need to succeed in college. However, like most of us, you probably don't want to wait. You'd prefer more immediate results. The good news is that you can get those quick results by consistently putting into practice all the learning techniques and study habits introduced in this chapter. Start using them now, and refine them as you go along.

Have a Method for Completing Textbook Assignments

If you are reading a novel purely for your own pleasure, it's fine to just open the book and start reading. You don't need to make an effort to focus or distribute your attention selectively. But if you do the same thing with a textbook assignment, it's easy to pay too much attention to details that don't matter and miss the ones that do. Effective textbook reading requires a method.

SQ3R Is Worth the Effort

One of the most popular and time-tested methods for study reading was created by psychology instructor Francis Robinson. The method is called SQ3R, and it reflects Robinson's understanding of how the mind works. Robinson knew, for instance, that the rate of forgetting is highest immediately after new information is learned. For that reason, SQ3R includes a recall step that you do as soon as you finish reading a chapter section. Doing the recall step right after reading a chapter section slows down the rate of forgetting.

Robinson also knew that good reading comprehension relies heavily on the mind's ability to make and confirm predictions about how a writer's ideas will develop. Thus, SQ3R starts with a survey, or preview, step that provides a basis for making predictions. Those predictions are then confirmed or contradicted through the actual reading of the text.

Using a Different System

Since Robinson created SQ3R, other systems have come along, most of them quite similar and distinguished only by the acronym[†] or the initials used to create the name. If you are familiar with one of those systems and think it works, then by all means continue using it. But if you don't already have a method for reading textbooks and tend to read them the same way you might read an article in *USA Today*, consider learning, adapting, and applying the following steps in SQ3R.

S: Survey

> ***"A quick overview orients the reader and allows him to comprehend at least partially what is to come."***
>
> —Francis Robinson, *Effective Study*[†]

To survey, or preview, a chapter takes a few minutes—ten or fifteen—to get a general sense of the chapter's contents and organization. The elements of the chapter you cover during a survey will vary with the textbook format. Still, you should always read any portions of text titled *introduction, preview, summary*, or *review*. Then skim the remaining pages, looking for the kinds of clues to significance listed in the following box.

[†] Others you might consider are PQRST (Preview, Question, Read, Self-Recitation, Test) and REAP (Read, Encode, Annotate, Ponder). I suggest trying two or three different methods and figuring out which one suits you best.

[†] All quotations attributed to Robinson in this section come from the fourth edition of Robinson's book, *Effective Study*, published by Harper and Row in 1961.

Textbook Clues to Significance

◆

1. Titles, major and minor headings
2. Marginal notes on key terms and concepts
3. Questions appearing between or at the start of chapter sections
4. Pictures, cartoons, graphs, tables, and charts, including captions
5. Words printed in boldface, colored ink, or italics
6. Icons, or symbols, like checkmarks, asterisks, or boxes used to highlight information in the text
7. Boxed statements or lists of any kind

A Note on Being a Flexible Reader

Experienced readers are **flexible readers**. They know that one reading strategy does not suit all texts. Thus they are always ready to try something different if their first approach doesn't produce results. If, for instance, trying to visualize the author's meaning doesn't work because the concepts, or ideas, being explained are too abstract, or lacking in physical form, flexible readers try to **paraphrase**, or re-state, the author's ideas using their own words. Similarly, if you've read the introduction and summary page plus glanced at all the clues listed above, yet still have no idea what direction the chapter will take, read the opening sentence of every paragraph. Still struggling? Then try reading the first and last sentence of every paragraph.

Q: Question

> *"The use of a question at the beginning of each section gives . . . a core idea around which to organize the material [that] follows."*[†]
>
> —Francis Robinson

Raising and answering questions while you read will help you stay motivated. Each time you answer a question, you'll feel a sense of accomplishment. Questions will also help you zero in on the most important elements of the chapter section. But there is an additional bonus as well.

Posing questions based on the title, headings, photos, illustrations, and other visual aids helps you distribute your attention while you read. That's because the purpose of headings and visual aids is to highlight, emphasize, and sometimes elaborate on key information. Guided by

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[†] Robinson's method, if consistently applied, can really boost your comprehension, but no one would ever claim he was a stylish writer.

these verbal and visual signals, you are bound to focus on what the author considered important.

Take, for instance, this picture of Thomas J. "Stonewall" Jackson, which appears in an American history book. Based on the caption, you might well ask the question: What made this man a hero?

The Corcoran Gallery of Art/Corbis Museum/Corbis

Thomas J. "Stonewall" Jackson was widely viewed as the hero who saved the South in the Battle of Bull Run.

Now read to find the answer:

> In the first Battle of Bull Run,[†] Union soldiers were met by a Confederate force of 22,000 under the command of General Beauregard, recently arrived from Charleston. The Union general, McDowell, attacked immediately, guessing the Confederate left flank to be the weakest point in the line. Although McDowell's troops were shocked by the ferocity of the musket fire that greeted them, they almost cracked the southern line. Had it cracked, the war might have been over in the upper

---

[†] There were two battles at the same location, a stream known as Bull Run. In the South, the battles were called the battles of Manassas, a town in Virginia.

> South. At the critical moment, however, 9,000 Virginians commanded by Confederate general Joseph E. Johnston arrived on the field after a frantic train ride from the Shenandoah Valley. At the same time, a brigade under the command of Thomas J. Jackson, a thirty-seven-year-old mathematics instructor at Virginia Military, shored up the sagging Confederate left. The Union soldiers fell back and broke in hysteria, fleeing for Washington. (Adapted from Joseph Conlin, *The American Past*, vol.1, 9e, © Cengage Learning.)

The caption accompanying the picture identified Jackson as a hero because he helped turn the tide in the first Battle of Bull Run. A reader not armed with a question based on the caption might have missed how important Jackson was to the South during the Civil War. In contrast, readers who had looked closely at the photo and the caption would never have missed Jackson's importance.

R-1: Read

As soon as you start your reading assignment, see if the opening sentences give you a sense of the **main idea**, or general point, the author intends to develop. Then read to confirm or revise your prediction. For instance, here is the opening sentence of a textbook selection about marriage. What does this sentence suggest?

> In the discussion of the status and vitality of marriage, we often hear that a retreat from marriage has taken place in the United States in recent decades. (Bryan Strong et al., *The Marriage and Family Experience* 10e, © Cengage Learning.)

The sentence suggests that the author is going to challenge what "we often hear." It suggests that interpretation because this is a **textbook template**, or explanatory pattern, academic writers—actually writers of all kinds but textbook authors in particular—commonly use. They tell their readers that some idea has been repeated often, commonly believed, or thought to be true in the past. Then they go on to challenge that traditional or common sense point of view.

To illustrate, here's that opening sentence again. Now it's followed by the rest of the paragraph. Notice that by the end, the authors have revised their opening point.

After the word *yet* suggests a reversal is coming up, the authors make their real point: A retreat from marriage is not taking place in all social groups.

> [1]In the discussion of the status and vitality of marriage, we often hear that a retreat from marriage has taken place in the United States in recent decades. [2]R. S. Oropesa and Nancy Landale (2004) describe the retreat from marriage as evident in a number of recent and ongoing trends: "historic" delays in the age at which women and men first marry, nearly "unprecedented" proportions of the population never marrying, "dramatic" increases in cohabitation and nonmarital births, and continued high divorce rates. [3]Yet, closer inspection indicates that the retreat from marriage has not occurred among all social groups. [4]Instead both racial and economic differences can be identified.

Whenever you are doing study reading, it pays to start each new section of a chapter with an idea about what's ahead. It doesn't matter if your predictions or expectations are wrong. It's the mental preparation that helps both concentration and remembering, even when you have to revise your initial predictions.

Be Alert to Common Textbook Patterns

Textbook writing, like other kinds of writing, makes use of common explanatory patterns or templates that provide a framework for communicating information. In your role as reader, you can benefit from becoming aware of these common patterns. Your pattern awareness will help you decide what's really important in a paragraph and allow you to focus your attention selectively. For instance, in the example above on marriage, experienced readers would finish reading that first sentence and immediately be on the lookout for an opposing point of view.

As you begin to notice typical ways writers present their ideas, pay close attention to explanatory patterns that turn up repeatedly. Use them in your own writing. Make note of them in your textbooks. Then when you see a familiar type of opening phrase or sentence, you are likely to know automatically how the author's train of thought will proceed. You'll know because you are familiar with the verbal patterns common to academic language.

Reading in Chunks

In addition to looking for clues that help you shape your expectations of what's to come, remember to break your assignments into manageable pieces. Don't assume you are going to read the entire chapter in a sitting. Plan on reading ten or fifteen pages per study session, even less if the material is difficult and unfamiliar.

Read with an Outline

Some expert readers make an outline based on chapter headings before they start reading (more on outlining on page 271). Each time they finish reading a chapter section, they jot down what they've learned from reading it. Here, for example, is the outline of a chapter section created during pre-reading.

Main Point Social Media Can Help Your Career

Major Headings

1. Facebook
2. Twitter
3. Pinterest
4. LinkedIn
5. YouTube

Here is the outline again after a first reading:

Social Media Can Help Your Career

1. Facebook
    a. "Liking" company news source on Facebook gets company updates into your newsfeed
2. Twitter
    a. Following a company will help you stay up-to-date on what's going on
    b. Tweets include easy-to-access articles about the company
3. Pinterest
    a. Best for highly visual fields like fashion, design, photography
4. LinkedIn
    a. Join groups in the industry you hope to work in
    b. Good for networking to make connections
    c. For a fee, you can get job postings

5. YouTube

a. Companies post videos that tell a lot about company direction

b. Good for videos about how to do well in interviews

c. Excellent source of information about skills essential to medical, legal, and academic work

R-2: Recall

When Robinson first devised the SQ3R system, the second *R* meant *Recite*. At the time, Robinson thought students should look away and briefly recite answers to the questions they had initially posed, as soon as they finished a chapter section. For him, recitation was a way of **monitoring**, or checking, comprehension so that students wouldn't trick themselves into thinking they had understood a passage they actually needed to re-read.

Because Robinson himself was inclined to modify this step, suggesting, for instance, that students write out the answers to clarify fuzzy thinking, more modern versions of SQ3R have broadened the meaning of the second *R*, which now almost always means *Recall*.

Given the substitution of the more general term, there are a number of different ways to complete this step. As Robinson initially suggested, you can look away from the text and try to recite the key points in the passage. You can also write out answers to your original questions. You might even ask a friend or roommate to prompt you with a few key words while you respond with ideas linked to those words. You can also use the outline mentioned above and fill in whatever you remember about the chapter section. Whatever method you choose, the goal is to see how much you can recall from what you've just read. If it turns out you can recall very little, then mark the chapter section for a second reading (2X or RR).

Use Summary Sheets for Key Reviews

For courses that are particularly important or particularly difficult, consider making **summary sheets** that reduce the original text to its bare bones. You can create summary sheets on paper or in an online notebook.[†] Wherever or however you use summary sheets, they need to include labels for the three key elements of a text: (1) the **topic** or subject being discussed,

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[†] My favorite online notebook is Evernote, because it makes organizing information into groups or categories fairly straightforward. It also allows you to clip web pages to your notes and easily send both notes and images via email. But there are others to choose from. Type the phrase "online notebooks" into your search engine to get a selection.

(2) the **main idea** or message, and (3) two or three **key details** that explain the author's general point. To illustrate, here is a section from a psychology text followed by a summary sheet filled in as part of the recall step in SQ3R:

Sample Summary Sheet

Short-Term Memory

1 Not everything we see or hear stays in memory. Imagine that a radio is playing in the background as your friend reads her shopping list. Will you remember what the announcer says too? Probably not. Because *selective attention* (focusing on a selected portion of sensory input) controls what information moves on to short-term memory. Short-term memory (STM) holds small amounts of information in conscious awareness for a dozen seconds or so. By paying attention to your friend, you will place her shopping list in short-term memory (while you ignore the voice on the radio saying "Buy Burpo Butter").

2 *How are short-term memories stored?* Short-term memories can be stored as images. But more often they are stored phonetically (by sound), especially in recalling words and letters. If you are introduced to Tim at a party and you forget his name, you are more likely to call him by a name that sounds like Tim (Jim, Kim, or Slim, for instance), rather than a name that sounds different, such as Bob or Miles.

3 Short-term memory briefly stores small amounts of information. When you dial a phone number or briefly remember a shopping list, you are using STM. Notice that unless you rehearse information (say it over and over to yourself), it's quickly "dumped" from STM and forever lost. Short-term memory prevents our minds from storing useless names, dates, telephone numbers, and other trivia. (Adapted from Dennis Coon and John O. Mitterer, *Introduction to Psychology* 12e, © Cengage Learning.)

The heading and repetition of the phrase "short-term memory" identify the topic.

Extended discussion of selective attention suggests it's essential to storing information in long-term memory.

Opening question focuses the reader's attention on how short-term memories are stored—by sound rather than image.

Paragraph 3 emphasizes again that short-term memory can hold on to only small amounts of information. The repetition suggests the importance of the idea.

Sample Summary Sheet

Topic Short-Term Memory

Main Message Short-term memory holds new information for a few seconds, then dumps it.

Key Details 1. Entries get stored more by sounds than images. 2. Forgetting is STM's response to interruptions. 3. STM holds small amounts of information for a short time.

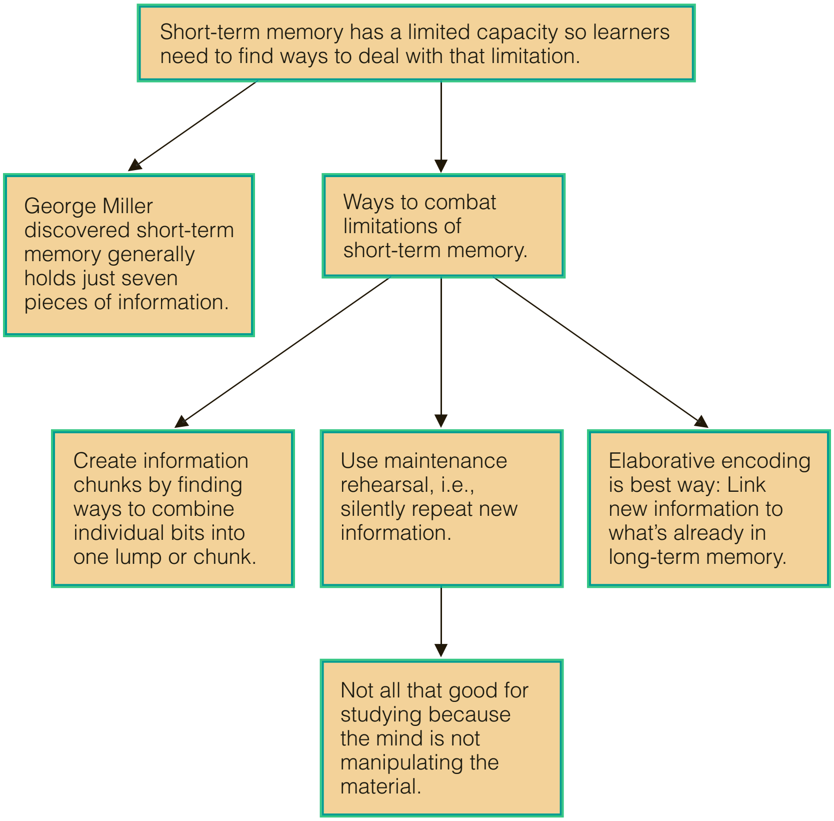
The summary sheets you complete for the recall stage of your reading are unlikely to be very detailed. They are not supposed to be. At this stage, you are only using them to recall the basics of what you've read. However, as you review for exams or learn more about the topic, you may want to add details.

R-3: Review

After you finish reading the entire chapter, take a few minutes to review everything you have read. You can do this in any number of ways. For instance, you can list the chapter headings and then jot down a few key points about each one. You can also ask a friend or your roommate to pose questions based on the headings while you provide the answers. Consider as well making a concept, or idea, map linked to the headings in the chapter.

Here is an example of a concept map that shows the ideas introduced by some of the headings in the Taking Stock reading on pages 50–52.

Concept Map Highlighting Content and Relationships


Short-term memory has a limited capacity so learners need to find ways to deal with that limitation.
George Miller discovered short-term memory generally holds just seven pieces of information.
Ways to combat limitations of short-term memory.
Create information chunks by finding ways to combine individual bits into one lump or chunk.
Use maintenance rehearsal, i.e., silently repeat new information.
Elaborative encoding is best way: Link new information to what's already in long-term memory.
Not all that good for studying because the mind is not manipulating the material.

CHECK YOUR UNDERSTANDING

Monitor your comprehension of this chapter section by answering the following questions.

1. *True* or *False*. The Survey step in SQ3R requires you to skim the entire chapter from beginning to end.

2. *True* or *False*. The questions you pose as part of SQ3R should all be brief ones that require only a *yes* or *no* answer.

3. *True* or *False*. Textbook reading assignments should usually be completed in one sitting.

4. *True* or *False*. The only way to complete the second *R* in SQ3R is to recite aloud the key points of each chapter section.

5. *True* or *False*. There is no set way to review a chapter once you complete it. The method of review changes with the student and the material.

◆ EXERCISE 1 Surveying Reading Selections

DIRECTIONS Survey the following selection using the steps listed in the box below. When you finish surveying, answer the questions in Part A. When you finish Part A, read the selection and answer the questions in Part B.

Survey Steps
◆

1. Read the title. Use it to make predictions and ask questions about the reading.
2. Read the first paragraph to see if it confirms your prediction about the reading or suggests a different idea.
3. Read the headings and turn them into questions.
4. Read the first sentence of every paragraph.

5. Read the last paragraph.
6. Ask yourself what you might already know or have learned about the need for achievement.

How the Need for Achievement Spurs Motivation

1 Many athletes who hold world records still train intensely; many people who have built multimillion-dollar businesses still work fourteen-hour days. What motivates these people? A possible answer is a motive called *need achievement*. People with a high need for achievement seek to master tasks—such as sports, business ventures, intellectual puzzles, or artistic creations—and feel intense satisfaction from doing so. They work hard at striving for excellence, enjoy themselves in the process, take great pride in achieving at a high level, and often experience success.

2 **Individual Differences** How do people with strong achievement motivation differ from others? To find out, researchers gave children a test to measure their need for achievement and then asked them to play a ring-toss game. Children scoring low on the need-for-achievement test usually stood so close or so far away from the ring-toss target that they either could not fail or could not succeed. In contrast, children scoring high on the need-for-achievement test stood at a moderate distance from the target, making the game challenging but not impossible.

3 **Characteristics of People with High Achievement Needs** Experiments with adults and children suggest that people with high achievement needs tend to set challenging, but realistic, goals. They actively seek success, take risks as needed, and are intensely satisfied with success. Yet, if they feel they have tried their best, people with high achievement motivation are not too upset by failure. Those with low achievement motivation also like to succeed, but success tends to bring them not joy but relief at having avoided failure (Winter, 1996).

4 People with strong achievement motivation tend to be preoccupied with their performance and level of ability (Harackiewicz & Elliot, 1993). They select tasks with clear outcomes, and they prefer feedback from a harsh but competent critic rather than from one who is friendlier but less

competent (Klich & Feldman, 1992). They like to struggle with a problem rather than get help. They can wait for delayed rewards, and they make careful plans for the future (F. S. Mayer & Sutton, 1996). In contrast, people who are less motivated to achieve are less likely to seek or enjoy feedback, and they tend to quit in response to failure (Graham & Weiner, 1996).

5 **Development of Achievement Motivation** Achievement motivation tends to be learned in early childhood, especially from parents. For example, in one study young boys were given a very hard task, at which they were sure to fail. Fathers whose sons scored low on achievement motivation tests often became annoyed as they watched their boys work on the task, discouraged them from continuing, and interfered or even completed the task themselves (B. C. Rosen & D'Andrade, 1959). A different pattern of behavior emerged among parents of children who scored high on tests of achievement motivation. Those parents tended to (1) encourage the child to try difficult tasks, especially new ones; (2) give praise and other rewards for success; (3) encourage the child to find ways to succeed rather than merely complaining about failure; and (4) prompt the child to go on to the next, more difficult challenge (McClelland, 1985).

6 **Role of Cultural Influences** Cultural influences also affect achievement motivation. Subtle messages about a culture's view of the importance of achievement often appear in the books children read and the stories they hear. Does the story's main character work hard and overcome obstacles, thus creating expectations of a payoff for persistence? Or does the main character loaf around and then win the lottery, suggesting that rewards come randomly, regardless of effort? And if the main character succeeds, is it the result of personal initiative, as is typical of stories in individualist cultures? Or is success based on ties to a cooperative and supportive group, as is typical of stories in collectivist cultures? Such themes appear to act as blueprints for reaching one's goals. It is not surprising, then, that ideas about achievement motivation differ from culture to culture. In one study, individuals from Saudi Arabia and from the United States were asked to comment on short stories describing people succeeding at various tasks. Saudis tended to see the people in the stories as having succeeded because of the help they got from others, whereas Americans tended to attribute success to the internal characteristics of each story's main character (Zahrani & Kaplowitz, 1993).

7 **Increasing Achievement Motivation** Achievement motivation can be increased in people whose cultural training did not encourage it in childhood (McClelland, 1985). For example, high school and college students with low achievement motivation were helped to develop fantasies about their own success. They imagined setting goals that were difficult but not impossible. Then they imagined themselves concentrating on breaking a complex problem into small, manageable steps. They fantasized about working hard, failing but not being discouraged, continuing to work, and finally feeling great about achieving success. Afterward, the students' grades and academic success improved, suggesting an increase in their achievement motivation (McClelland, 1985). In short, achievement motivation is strongly influenced by social and cultural learning experiences and by the beliefs about oneself that these experiences help to create. People who come to believe in their ability to achieve are more likely to do so than those who expect to fail (Butler, 1998; Dweck, 1998; Wigfield & Eccles, 2000). (Adapted from Douglas Bernstein and Peggy Nash, *Essentials of Psychology* 2e, © Cengage Learning.)

Part A: Surveying

1. Throughout the reading, what question is the author trying to answer?

   ____

2. *True* or *False*. Everyone has the same need for achievement, but not everyone is aware of it.

3. *True* or *False*. People with high achievement needs tend to set themselves impossible goals.

4. *True* or *False*. Achievement motivation is learned during adolescence.

5. *True* or *False*. Culture affects achievement motivation.

6. *True* or *False*. Once established, a person's level or degree of achievement motivation cannot be changed or altered in any way.

Part B: Reading

DIRECTIONS Answer the following questions by filling in the blanks or circling the letter of the correct response.

7. How do people with high achievement motivation respond to failure?
    a. They get outraged and give up.
    b. They criticize the person in charge for causing their failure.
    c. If they've tried their best, they don't get too upset by failure.
    d. They refuse to quit even when everything is against them.

8. Which of the following does *not* characterize people with high achievement motivation?
    a. They prefer to get feedback from someone who won't hurt their feelings.
    b. They like to struggle with a problem.
    c. They tend to make careful plans for the future.
    d. They select tasks with clear outcomes.

9. What was the difference when individuals from Saudi Arabia and the United States were asked to comment about people in stories succeeding at various tasks?

    ____

    ____

10. *True* or *False*. People who believe in their ability to achieve are more likely to succeed than people who expect to fail.

Write While You Read

The desire to leave textbooks without a mark on them is understandable. You probably want to sell them at the end of the semester. Unfortunately, that short-term goal may interfere with your long-term goal of leaving school a more informed and professionally prepared person. Although the research varies as to what kinds of marks on a text are most valuable,[†] most studies of writing and learning agree that marking pages consciously and selectively will help you comprehend and remember.

Mindless highlighting appears to do absolutely nothing for your comprehension or your memory. Similarly, underlining without thinking about why you are marking a particular sentence or phrase will not improve your comprehension. Likewise, marginal comments like *Boring*, *Whatever*, and *Who Cares* are not going to advance your college career. What will advance it is applying the following pointers for thoughtful annotation and selective marking of pages.

Annotating and Marking Textbook Pages

1. Underline (or highlight) sparingly, marking only those words and phrases essential to the author's meaning.
2. If an entire sentence seems important, don't underline the whole sentence. Paraphrase it in the margins using your own words to express the author's ideas. (More on paraphrasing on pages 20–23.)
3. Make mini-diagrams in the margins of your textbook. For instance, draw arrows to show connections between cause and effect, generalization, and example, or claim and proof. Use chains of boxes or circles to describe a sequence or chain of events; e.g., $\boxed{\text{Heavy tax collection 1786}} \rightarrow \boxed{\text{Shays' Rebellion 1787}}$.
4. Paraphrase the main, or central, points of chapter sections, along with one or two examples, details, studies, or statistics used to explain the key points; e.g., "Amphibia suggest environmental threat; e.g., three-legged frogs."
5. Identify possible test questions; e.g., $\boxed{\text{TQ}}$: "Explain the purpose of *The Federalist Papers*."
6. Record ideas for term papers; e.g., $\boxed{\text{TP}}$: "In a very short period of time, J. Robert Oppenheimer went from hero to outcast."
7. Make marginal notes, **synthesizing**, or combining, what you learned from lectures and outside readings with what you are

---

[†] Some studies suggest underlining works; others come out on the side of diagramming, while very few support the most popular method—highlighting with a colored marker.

discovering from the chapter; e.g., "Baylin is like Zinn in his emphasis on the economic basis for the colonists' rebellion against the British." (More on synthesizing in Chapter 7 on pages 433–456.)

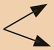
8. Compare and contrast the author's point of view with those of writers who agree or disagree.
9. Circle vocabulary words that seem central to the subject under discussion. Jot down brief definitions in the margin. You can also double underline the actual textbook definitions.
10. Make personal connections to movies you might have seen or novels you might have read dealing with the same or similar subjects; e.g., "Movie *Bad Day at Black Rock* good example of author's thinking."
11. Check your underlining at the end of each chapter section to see if reading just the underlined words and phrases makes enough sense for you.
12. If you are reading a particularly difficult chapter, it's a good idea to underline in pencil first. Use pen only on the second reading.
13. Create your own personal index. Every time you see a word or an idea that you think is central to the author's explanation, list it along with the page number on a blank page or an inside cover. When you are through reading, go back and add definitions.
14. Use the space at the top of the page to create general categories or headings that sum up portions of the text; e.g., "Causes of the Revolutionary War"; "Characteristics of Minerals"; "Effects of Acid Rain."

Symbols for Underlining and Annotating

The following chart lists symbols for underlining and annotating pages. Feel free to adapt the symbols listed here so that they work for you. You can even make up your own symbols. Whichever symbols you choose, though, be sure to use them consistently. That way you will remember what they represent.

Symbols for Marking Textbook Pages

◆

Arrows to identify cause and effect relationships	
Boxes to highlight names you need to remember	Charles Darwin
Cause and effect diagrams to indicate relationships	Coercive Acts → Revolutionary War
Circles to highlight key points, specialized vocabulary, key terms, statistics, dates, and unfamiliar words	1830
Colon to signal the simpler or more specific restatement of a complex or general thought.	: By 1960, parts of Great Lakes polluted: contamination by bacteria and industrial chemicals.
Cross-reference notes to compare closely related statements in the text	See p. 27 *or* Compare p. 27
Double underlining to highlight the main idea of the entire reading	═ ═ ═
Equals sign to signal a definition	=
Exclamation points to indicate your surprise at the author's statements	!
Mini-outlines to indicate relationships	*Issei* want to prove loyalty buy war bonds become superpatriots
Numbers to itemize and separate a series of statistics, studies, reasons, etc.	1, 2, 3, 4
Question marks to indicate confusion	?
Quotation marks to remind about quotes that might be effective in term papers	“ ”
Star to identify a crucial piece of information	★

Single underlining to highlight key ideas in paragraphs	____ ____ ____
Initials to identify ideas for term papers, possible sources of test questions, or passages in need of a second reading	TP, TQ, RR
Vertical lines to emphasize key passages longer than a sentence or two	‖

To illustrate what the pages of your textbook should look like when you finish underlining and annotating, here's an example of a page that's been thoroughly annotated for maximum understanding.

The Internment of Japanese-Americans

Japanese-Americans got the worst treatment of all minorities.

1 Far more than any other minority in the United States, Japanese-Americans suffered grievously during World War II. The internment of about thirty-seven thousand first-generation immigrants (Issei)** and nearly seventy-five thousand native-born Japanese-American citizens of the United States (Nisei)** in "relocation centers" guarded by military police was a tragic reminder of the fragility of civil liberties in wartime.

Greed, not spying, was the real cause.

2 The internment of Japanese-Americans reflected forty years of anti-Japanese sentiment on the West Coast, rooted in racial prejudice and economic rivalry. Those who wanted Japanese-American land and businesses had long decried "the yellow peril." Following the attack on Pearl Harbor, anti-Japanese fervor grew among white Californians. Patriotic associations and many newspapers demanded the evacuation of Japanese-Americans. They were aided by the pronouncement of Jon De Witt, the Army general in charge of the Western Defense Command, who proclaimed, "It makes no difference whether he is an American citizen or not. . . . I don't want any of them."

Openly racist

Executive Order 9066 = military rounded up and imprisoned Japanese-Americans with no evidence of wrongdoing.

3 In February 1942, President Roosevelt gave in to the pressure and issued Executive Order 9066, authorizing the removal from military areas of anyone deemed a threat. Although not a single Japanese-American was apprehended for spying or aiding the enemy and no evidence of any disloyal behavior by Japanese-Americans, the military ordered the eviction of all first-generation Japanese immigrants and native-born Japanese-American citizens of the United States from the West Coast.

Hawaii had no internment policy, but nothing bad happened as a result.

Only Hawaii was excepted. Despite the far larger number of Hawaiians of Japanese ancestry, as well as of Japanese living in Hawaii, no internment policy was implemented there, and no sabotage occurred. (Adapted from Paul Boyer et al., *The Enduring Vision* 6e, © Cengage Learning.)

While Japanese-American civilians living stateside were being treated as traitors, Japanese-American soldiers fighting overseas were winning medals for their bravery.

AP Photo/U.S. Army Signal Corps.

Paraphrase to Check Comprehension

> *"Paraphrasing can serve as a form of note taking, allowing you to preserve the writer's exact meaning in those terms you understand best."*
>
> —Charles Bazerman, *The Informed Writer*

The term *paraphrasing* is probably familiar to you from writing courses. You know, for instance, that if you want to sum up an author's ideas in a term paper, you have to paraphrase them, using your words to make or explain the same point. If you don't paraphrase, you can easily end up with several pages of tacked-together quotations—almost the worst thing you could hand in to your instructor. Even worse, though, you could accidentally end up plagiarizing an author's words by picking them up directly. To avoid this mistake, it is extremely important to know how to paraphrase in writing.

Paraphrasing while reading, though, is different from paraphrasing for a term paper. A reading paraphrase requires you to be accurate. However, it doesn't require you to be especially complete or grammatically correct. Compare, for instance, two different paraphrases of the original text shown below. The first paraphrase is for a paper. The second is a reading paraphrase, created solely for the purposes of monitoring comprehension or taking marginal notes.

Original

◆

The word *irony* derives from "Eiron," one of the core characters in classical Greek drama. Eiron is a trickster who likes making fun of boastful, self-important people. By pretending he is ignorant and asking naïve questions, Eiron provokes the overly proud into revealing their ignorance. Eiron's technique, however, was not confined to the stage. In his lectures to students, the Greek philosopher Socrates used a similar strategy: He would pretend complete ignorance when asking a question such as "What is truth?" His goal was to provoke the person answering into revealing ignorance or lack of depth. This technique is known as "Socratic irony."

Paraphrase for a Paper

◆

Eiron was one of the staple characters in early Greek drama. He was a trickster, who acted as if he knew nothing while encouraging others to give explanations that revealed their ignorance. The Greek philosopher Socrates used a similar device. He would pose seemingly naïve questions like "What is truth?" and pretend he didn't know the answer. When the person questioned responded, Socrates would make it clear that the person's answer was poorly thought out. This pretense of ignorance to uncover a lack of knowledge or depth is called "Socratic irony."

Reading Paraphrase

◆

Word *irony* comes from Eiron, trickster in Greek plays, who asked dumb questions to reveal ignorance. "Socratic irony" uses similar method, pretending ignorance to uncover superficial thinking.

As the above examples show, paraphrasing to check reading comprehension or take notes doesn't require recalling every detail of the original. You just need to answer two basic questions: (1) What does the author say about some person, practice, idea, place, or event? (2) How did the author clarify, illustrate, or prove that point?

Be aware, though, that more difficult or unfamiliar material may require you to ask additional and more specific questions. If the text revolves around events happening over time, you may need to ask

"What chain of events is the author describing, and why?" "What do they lead to or result from?" If the passage points out similarities and differences between two topics, ask yourself what the point of the comparisons is. Whatever the questions—and they should always be formulated in response to the material—the goal is always the same: to uncover the core elements of the passage.

Paraphrase in Marginal Notes

For another illustration of a reading paraphrase, study the passage and marginal notes that follow. The passage is the original text; the notes are the reader's paraphrase of that text.

Many students cope with stress by asking for pets in the classroom.

Officials unsure when pets medical necessity.

> Across the country, a growing number of students are seeking permission to bring "psychiatric service" animals into college classrooms and dormitories. The students say the animals, which range from cats and dogs to snakes, rats, and even tarantulas, help them cope with the stress of college life. But the law is unclear on whether colleges must accommodate such animals, and many colleges have struggled with how to distinguish a student with a true need from one who simply does not want to be separated from Fluffy or Spot.

As they should, the marginal notes identify the author's general point: Students are asking to bring pets into classrooms to alleviate stress. Notice, too, that the first marginal note tells you not just who's doing what but also why they are doing it: Students want to bring animals into the classroom because they want help coping with stress.

The second marginal note answers the question "What are the consequences or results?" Apparently college administrators are unsure as to where they should draw the line when it comes to allowing animals in the classroom.

These two brief notes, one of them not even a grammatically correct sentence, are all a reader would need to paraphrase for a comprehension check and memory aid. As the examples show, paraphrasing while reading doesn't require the same precision or completeness paraphrasing for a paper does. Each kind of paraphrasing has a different purpose.

Pointers on Paraphrasing While Reading

The more you get into the habit of paraphrasing while you read, the better you will be at it. Here are some pointers to get you started.

1. **Paraphrase only the basics.** When paraphrasing for marginal notes, your goal is to sum up in your own words the main idea or message of the passage, along with one or two details used to explain or prove the author's central thought.

2. **Use questions to focus your paraphrase.** If you finish a chapter section and have only a foggy notion of its content, don't get discouraged. Force yourself to answer questions like these: What person, event, or idea does the writer focus on? Is the author talking about a particular time frame? What happens in the reading? Is there someone who performs an action? Are there events that have big consequences? Your answers can provide the basis for your paraphrase.

3. **Be ready to re-read.** If you pose any of the questions above without getting an answer, mark the passage you wanted to paraphrase for a second reading. Good readers know that difficult texts sometimes require a second, *even a third*, reading.

4. **Don't get hung up on individual words.** There will be lots of times when you paraphrase a sentence and can't, without spending too much time, find a good substitute for a word. If it's only one word out of the original text, don't worry about it. Use the original word. The time to worry is when one word grows into six. That's a sign that you've started copying the original text rather than paraphrasing it.

5. **Look away from the page while paraphrasing.** If you look at the paragraph while you paraphrase it, you are likely to think you understand the material better than you do. Looking at the original text while paraphrasing encourages you to use the author's words and forget about finding your own. That defeats the purpose of paraphrasing.

6. **Make the underlying relationships part of the paraphrase.** If you are reading about how Alexander Hamilton and Thomas Jefferson differed on the role federal government should play in society—Jefferson mistrusted it; Hamilton promoted it—your paraphrase shouldn't sum up Jefferson and Hamilton's points of view individually. Those paraphrased points of view need to show the relationship explained in the passage: The two men <u>differed</u> in their attitude toward government.

CHECK YOUR UNDERSTANDING

1. In your own words, why should you paraphrase while reading?

____

____

2. When you paraphrase you need to understand the ____________________ along with the words.

◆ EXERCISE 2 Practice with Paraphrasing

DIRECTIONS Read each passage. Then select the letter of the reading paraphrase that would be most useful as notes on the material.

EXAMPLE For the milk industry, yogurt drinks, soymilk, and vitamin waters have all been a disaster. Gone are the days when kids walked around with milk moustaches. Nowadays they are more likely to be drinking a yogurt smoothie through a straw. In short, the milk industry is in a crisis. As the consumption of other dairy products has gone up, the consumption of milk as a drink has gone down. Since 1975, per capita consumption of milk in the United States has dropped by 30% according to the U.S. Department of Agriculture.

Reading Paraphrase

a. Milk business is in trouble. Too much competition from soy products.

[✓ b.] Milk business is in serious trouble with a 30% drop in consumption since 1975.

c. Kids don't drink milk anymore, leaving milk industry in a shambles and trying to compete.

EXPLANATION Answer *a* misrepresents the original meaning since it isn't just soy products that are giving the milk industry a headache. Answer *b* is correct because it doesn't change the meaning and gives a reason why the industry is anxious. Answer *c* misrepresents the original statement by suggesting that kids don't drink milk at all when the original suggests that, where kids are concerned, milk has competition.

Original 1. Erik Erikson's theory of developmental tasks appropriate to different stages of life has profoundly influenced the way many psychologists think. Yet because research on Erikson's stages of development would require extensive and costly long-range studies, his ideas have not been scientifically proven. (Adapted from Barbara Engler, *Personality Theories* 7e, © Cengage Learning. All Rights Reserved.)

Reading Paraphrase

a. Theory of stages and tasks very influential among medical doctors but no longitudinal studies to prove it.

b. Erik Erikson's theory of developmental stages is very influential despite lack of long-term studies.

c. Erik Erikson has had a big influence on how we see ourselves and our lives. No longitudinal studies have been done. Too expensive.

Original 2. Coal is the single biggest air polluter in coal-burning nations, and burning coal accounts for at least one-fourth of the world's annual CO_2 emissions. To a growing number of scientists and economists, the burning of coal is one of the most serious environmental problems of the twenty-first century. (G. Tyler Miller and Scott E. Spoolman, *Sustaining the Earth* 9e, © Cengage Learning.)

Reading Paraphrase

a. Big coal-burning power plants have major impact on environment in industrialized countries.

b. Coal is the biggest polluter among coal-burning nations, and the rate coal-burning is increasing has scientists worried.

c. Because coal is biggest polluter in coal-burning countries, many scientists think burning coal a huge environmental threat due to CO_2 produced.

Original 3. Technology can make workers more accountable by gathering information about their performance. However, it can also contribute to worker error. In a recent study of a popular hospital computer system, researchers found several ways that the computerized drug-ordering program endangered the health of patients. For instance, the software program warned of a patient's drug allergy *after* the drug was ordered. (Adapted from Linda Mooney et al., *Understanding Social Problems* 8e, © Cengage Learning.)

Reading Paraphrase

a. While technology can help monitor workers' behavior, it can also encourage workers to make deadly mistakes. Hospitals are particularly likely to show computer errors with patients getting the wrong drugs because of drug-ordering software.

b. Despite its benefits, technology in workplace can encourage mistakes. One hospital study found errors in drug-ordering software, for instance allergy notification coming after drug was ordered.

c. In recent studies of popular hospital software, researchers found major errors. Patient health was endangered because software didn't notify about allergy-related reactions.

◆ EXERCISE 3 Paraphrasing with Accuracy

DIRECTIONS Read each brief passage. Then write what you consider to be an accurate paraphrase of the original.

Original

Sentence 1 discusses role models' effect on how we imagine life.

Sentence 2 focuses on them as inspiration.

Sentence 3 says the same thing, only more specifically.

EXAMPLE [1]Your role models inspire you to pursue your dreams and to take career risks, and they offer a real-world example of what your life could be like. [2]When you think about the kind of luck you want in your life, or look for insight into options that are available, role models can often be a great source of inspiration. [3]Role models shape childhood aspirations and adult career goals. (Adapted from Francine Fabricant et al., *Creating Career Success* © Cengage Learning.)

Paraphrase Role models are a big help in life, guiding our ideas about what we might do and making us believe our dreams might come true.

EXPLANATION The subject matter under discussion is role models, and the authors focus on how role models give us an idea of our choices in life and inspire us to make dreams reality. Those are the two points that need to be included in the paragraph, only in different language. In this case, there really is no substitute for the term *role models*.

Chris Johns/National Geographic Creative

Those aren't trees in the background; they are the clouds of dust that swirled over the Great Plains in the 1930s.

1. The dust storms that roared over the Great Plains of the United States during the 1930s were like nothing anyone had ever seen before. The ground dried up and cracked, the air went black with dust, and nothing would grow. While few had an answer to what had caused this environmental disaster, Hugh Hammond Bennett, a soil conservationist, did. He pointed an accusing finger at the U.S. Department of Agriculture, which had claimed that soil was the one resource that could not be exhausted and encouraged farmers to grow the same crop on the same soil for decades. As a result, the soil was depleted of necessary nutrients and turned to dust.

Paraphrase ______________________________

____

____

____

____

2. William Carlos Williams's book of poems *By Word of Mouth* is a tribute to his Spanish ancestry. Williams's mother was of Dutch and Spanish descent, and his father of English and Puerto Rican ancestry. The family spoke Spanish and English in the home, and Williams thought of his family as uniquely American in what he called its

"mingling" of ancestry and language. In *By Word of Mouth*, he translated famous poems by Spanish-speaking poets into English and displayed the poems, in both languages, side by side, a symbol of how he imagined his life.

Paraphrase ____

____

____

____

____

Use the Web to Build Background Knowledge

> *"The . . . Web is a marvelous resource, but it also has some drawbacks. One is that it has the tendency to promote the rapid spread of misinformation. All one has to do is to put up some sloppily researched and/or incorrect data, and this will be picked up on by other persons who have no reason to believe otherwise, and who don't have the time or inclination to check their facts."*
>
> —From the unofficial Stephen Jay Gould Archive, www.stephenjaygould.org

For more than three decades research on reading has consistently come to the same conclusion: The more background knowledge readers have about the topic under discussion, the easier it is to follow the writer's train of thought. On tests of reading comprehension, the people with the most knowledge about the topic consistently get the highest scores.

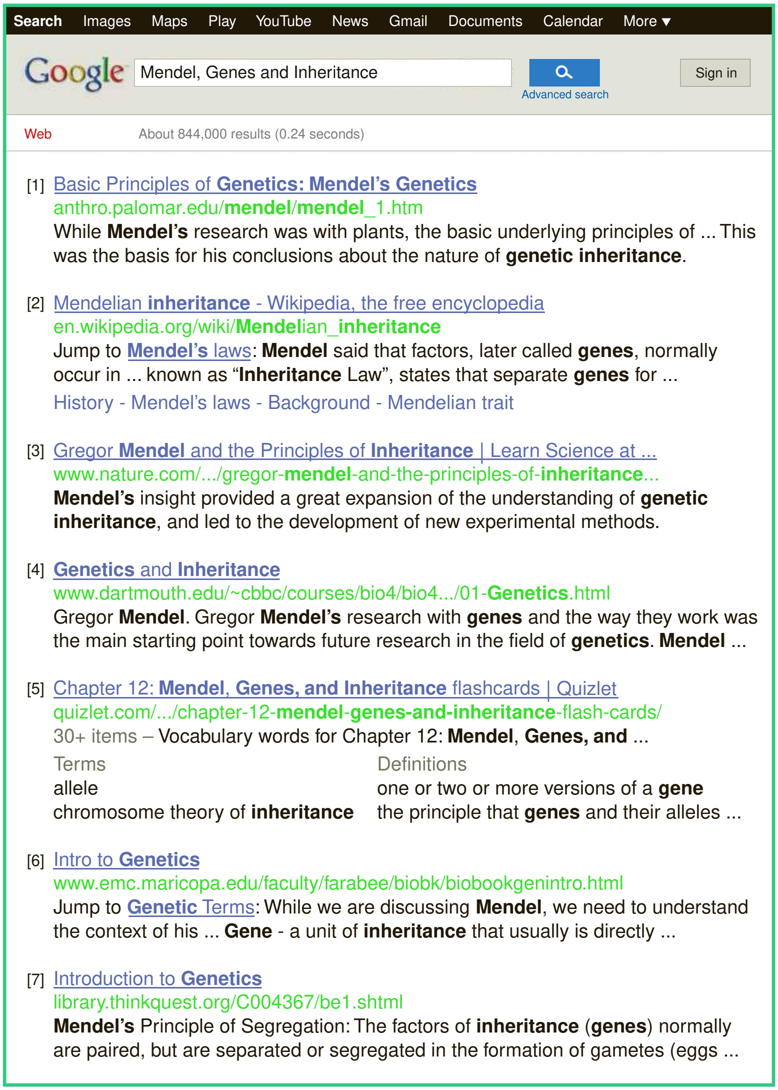
When evidence for the importance of background knowledge began to emerge, it was hardly cause for joy among college students. After all, if you were a student trying to master a chapter on the theory of continental drift,[†] background knowledge on the subject was not especially easy to acquire. The Internet, however, has changed all that. Now you can get the background knowledge you need by logging on to the Web.

Looking for Background Knowledge on the Web

Imagine that you are reading a chapter in your biology book titled "Mendel, Genes, and Inheritance." Although the words *genes* and *inheritance* might well mean something to you, if you didn't take a biology course in high school, you might draw a blank on the name *Mendel.* In addition, you might not have any idea about Mendel's role in our understanding of genes and inheritance.

[†] continental drift: theory that explains how the continents were once combined and split apart due to the movement of plates that cover the Earth's surface.

Two decades ago, you'd have to scurry around looking for the right reference book to answer these questions: (1) Who was Mendel? (2) What did he have to do with the theory of genetic inheritance? Today, however, you can use the Web to get background about the topics addressed in your textbooks. All you need is a precise search term that will get you, as quickly as possible, to a solid source. Often, and this is true in this case, you can take a chapter heading for your search term. Chapter headings will usually be precise enough to get you the information you need. If you type a chapter heading like "Mendel, Genes, and Inheritance" into a search-engine box, in this case, Google's, up would come a list like this:



Mendel, Genes and Inheritance

About 844,000 results (0.24 seconds)

[1] Basic Principles of **Genetics: Mendel's Genetics**
anthro.palomar.edu/**mendel**/**mendel**_1.htm
While **Mendel's** research was with plants, the basic underlying principles of ... This was the basis for his conclusions about the nature of **genetic inheritance**.

[2] Mendelian **inheritance** - Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/**Mendel**ian_**inheritance**
Jump to **Mendel's** laws: **Mendel** said that factors, later called **genes**, normally occur in ... known as "**Inheritance** Law", states that separate **genes** for ...
History - Mendel's laws - Background - Mendelian trait

[3] Gregor **Mendel** and the Principles of **Inheritance** | Learn Science at ...
www.nature.com/.../gregor-**mendel**-and-the-principles-of-**inheritance**...
Mendel's insight provided a great expansion of the understanding of **genetic inheritance**, and led to the development of new experimental methods.

[4] **Genetics** and **Inheritance**
www.dartmouth.edu/~cbbc/courses/bio4/bio4.../01-**Genetics**.html
Gregor **Mendel**. Gregor **Mendel's** research with **genes** and the way they work was the main starting point towards future research in the field of **genetics**. **Mendel** ...

[5] Chapter 12: **Mendel, Genes, and Inheritance** flashcards | Quizlet
quizlet.com/.../chapter-12-**mendel-genes-and-inheritance**-flash-cards/
30+ items – Vocabulary words for Chapter 12: **Mendel**, **Genes, and** ...

Terms	Definitions
allele	one or two or more versions of a **gene**
chromosome theory of **inheritance**	the principle that **genes** and their alleles ...

[6] Intro to **Genetics**
www.emc.maricopa.edu/faculty/farabee/biobk/biobookgenintro.html
Jump to **Genetic** Terms: While we are discussing **Mendel**, we need to understand the context of his ... **Gene** - a unit of **inheritance** that usually is directly ...

[7] Introduction to **Genetics**
library.thinkquest.org/C004367/be1.shtml
Mendel's Principle of Segregation: The factors of **inheritance** (**genes**) normally are paired, but are separated or segregated in the formation of gametes (eggs ...

Google.com