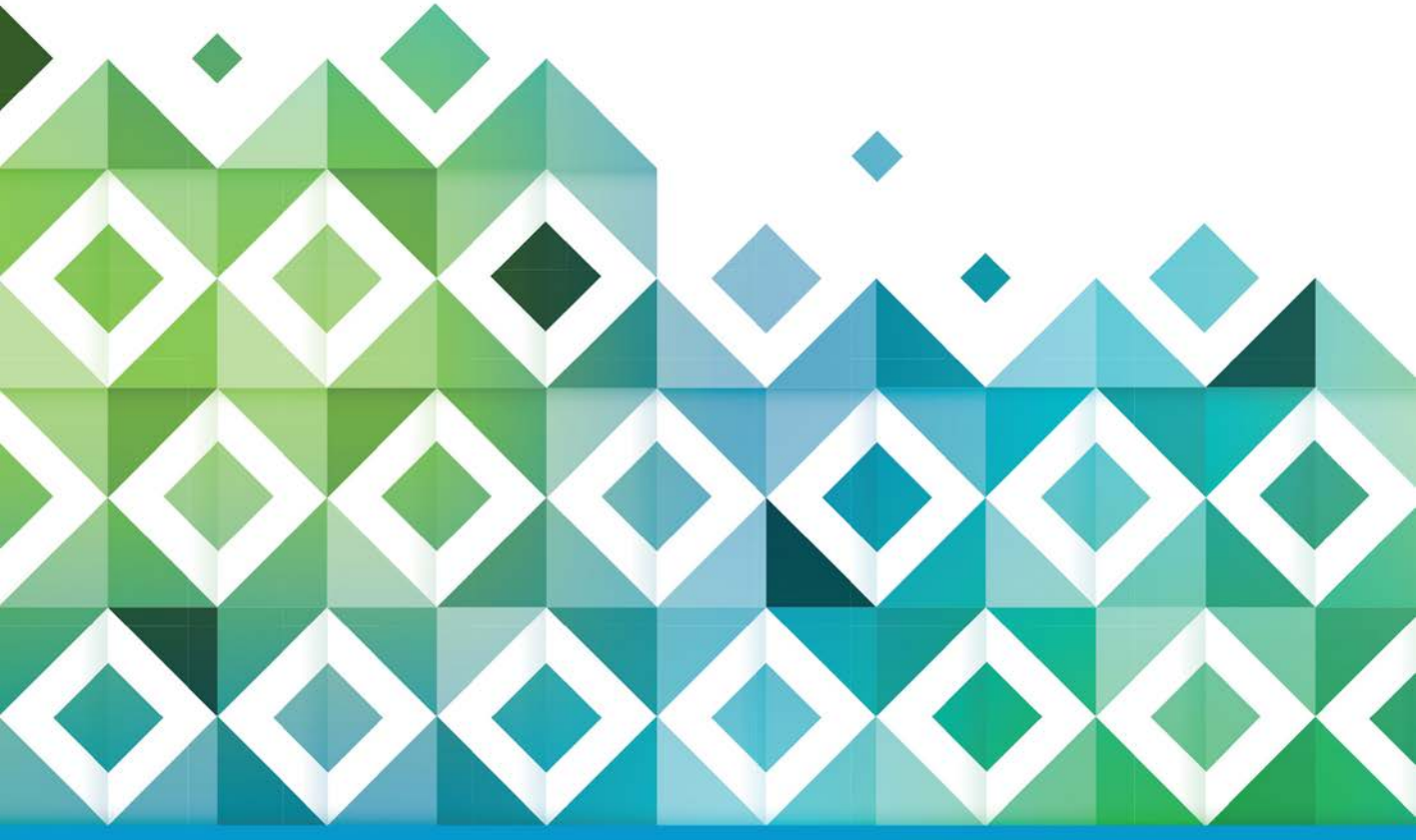
Book 2

Fusion

Integrated Reading and Writing

Third Edition



KEMPER / MEYER / VAN RYS / SEBRANEK

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Fusion: Integrated Reading and Writing, Book 2, **Third Edition**
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Preface

Developed to meet the needs of instructors teaching integrated reading and writing courses, *Fusion: Integrated Reading and Writing, Book 2* provides in-depth coverage of the reading and writing processes. Integrated reading and writing courses are challenging to teach because of the breadth of material to be covered. *Fusion* is designed to accelerate and support student progress by providing the integrated strategies, skills, and applications students need to be successful college readers and writers. As it guides students through the steps of reading and writing, *Fusion* teaches them to use the processes hand in hand. This structure helps students master the concepts of reading and generate thoughtful writing concurrently.

New Features of *Fusion: Integrated Reading and Writing, Book 2*

- **Practice Exercises.** The third edition features new and revised practice exercises to help students better apply learned skills. Parts 1 through 4 offer focused, integrated exercises; Parts 5 through 7 provide practical in-context grammar and proofreading activities.
- **Focus on Vocabulary.** While challenging words are defined, integrated vocabulary prompts in the "Reading for Enrichment" sections and Part 8 readings encourage students to practice defining words. Working in conjunction with Chapter 2's coverage of using a dictionary, context clues, and word parts, the new sections provide more contextualized vocabulary practice throughout the book.
- **Comprehension Checks.** Each reading selection in Part 8: "Readings for Writers" and the "Reading for Enrichment" sections in Chapters 1 through 10 now include an updated "Reflecting" section that contains comprehension and vocabulary questions that assess students' ability to understand and reflect on the readings.
- **Updated Readings.** The new edition offers topical, high-interest readings throughout the book. Part 8: "Readings for Writers" includes four new contemporary essays to help provoke thoughtful discussion and writing assignments. Many in-chapter readings have also been refreshed to include readings that exemplify the different rhetorical modes and cover current topics and themes.
- **Streamlined Design.** A new, clean design gives *Fusion* a fresh aesthetic that makes navigating the book simple and easy.

> "I appreciate the many exercises within the chapters. Giving students opportunities to practice a new skill or concept is important, and *Fusion* provides these opportunities."
>
> Elaine Bush, Albany State University

A More Integrated Approach to Reading and Writing

Fusion is structured to model the close relationship between reading and writing.

- **Parallel reading and writing strategies are introduced in Chapter 1: "The Reading-Writing Connection."** Students are introduced to the five shared features of reading and writing assignments: subject, type, role, audience, and purpose. Similarly, students learn how to apply the traits of writing to their reading and writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- **Chapter 2: "Approaches to Reading and Writing" sets the stage for the integrated reading and writing in *Fusion*.** Students are introduced to the reading and writing processes and important strategies such as annotating, note taking, and summarizing that they need to apply to their reading and writing projects.
- **Part 2: "Reading and Writing Essays" emphasizes the integration of reading and writing.** Chapters 4 through 7 introduce students to important traits common to reading and writing—ideas, organization, coherence, and voice—and offer strategies for reading these traits and applying them in writing.
- **Part 8: "Reading for Writers" offers an anthology of readings that foster critical thinking, comprehension, vocabulary, and writing opportunities.** Each reading includes comprehension and vocabulary questions that ensure students can identify key elements of the reading, such as the main idea, and continue to develop and strengthen their vocabulary skills. The readings also include critical thinking writing prompts and summarizing activities.
- **"Reading for Enrichment" sections reinforce reading, writing, and critical thinking strategies.** Chapters 1 through 10 contain a "Reading for Enrichment" section that includes a reading selection, pre- and post-reading activities, and writing prompts that challenge students to apply learned skills.

> *Fusion* does not allow students or instructors to separate reading and/from writing. It shows the relationship between the two and helps students understand how one impacts the other. For an undertaking that was quite intimidating (teaching reading and writing together), this text has certainly helped lessen the load and demonstrates how such a blended approach is possible."
>
> Dr. Jenny Billings, Rowan-Cabarrus Community College

Coverage of Key Reading and Writing Learning Objectives

Common Course Objectives	Where This Is Covered in *Fusion*
■ Critically read and respond to a variety of texts, demonstrating the ability to summarize, draw inferences, and analyze information.	See Chapter 2 for coverage of summary writing. In Chapter 3: "Critical Thinking and Viewing," students learn to consider basic thinking patterns, ask critical questions, and use analysis and evaluation strategies. In Chapter 4: "Ideas," drawing inferences is covered.
■ Identify audience and purpose, employ effective brainstorming strategies, gather relevant information, and integrate the ideas and words of other writers.	See Chapters 1 and 7, where identifying audience and purpose are discussed. In Chapter 4: "Ideas," various brainstorming strategies are covered. In Part 4: "Reading and Writing Research," students learn how to find, evaluate, and incorporate sources of information into their writing.
■ Generate ideas and gather information to craft effective thesis statements and supporting details; successfully recognize and write opening, middle, and closing paragraphs.	See Chapter 4: "Ideas" for instruction on finding and crafting main ideas and supporting details. Chapter 5: "Organization" reviews the three-part structure of essays, providing instruction on how to read and write beginning, middle, and closing paragraphs.
■ Understand and use appropriate vocabulary and transition words to develop clear and logical ideas in written work and demonstrate reading comprehension.	See Chapter 2: "Approaches to Reading and Writing" for detailed instruction on improving vocabulary skills. Chapter 6: "Coherence" teaches students to recognize transitions in reading and use them in their writing.
■ Select and apply the appropriate rhetorical strategies in both reading and writing.	See Part 3: "Types of Reading and Writing," where students learn how to apply strategies to read and write narratives, explanatory texts, and arguments.
■ Utilize revision strategies to ensure college-level work.	Part 3: "Types of Reading and Writing" features revising and editing instruction in context for narrative, expository, and argumentative writing. Part 5: "Sentence Workshops," Part 6: "Word Workshops," and Part 7: "Punctuation and Mechanics Workshops" provide additional grammar practice.
■ Read, comprehend, and respond to a wide variety of reading selections.	Part 8: "Readings for Writers" features selections demonstrating a variety of topics, voices, and patterns of organization. Each reading is accompanied by pre- and post-reading activities that emphasize reading and writing strategies.

Available Digital Resources

- ***MindTap* is a fully online, highly personalized learning experience built upon *Fusion: Integrated Reading and Writing, Book 2*.** *MindTap* combines student learning tools—an interactive ebook, instructive animations, additional readings, pre-built flashcards, practice activities, and assessments—into a singular Learning Path that guides students through their course. Instructors can personalize the experience by customizing respected Cengage content and learning tools with their own content. Engaging activities reinforce key concepts and provide students with the practice they need to build fundamental reading, writing, and grammar skills. *MindTap* can also be integrated with your school's learning management system.
  - **Teaches and promotes study skills in students.** The ebook includes highlighting and note-taking tools that allow students to annotate and engage with the content and a Study Hub app that lets students create their own study guides.
  - **Provides interactive exercises and activities to engage students.** Interactive activities and *Aplia* problem sets provide engaging exercises that challenge students and offer them a variety of ways to learn and connect with the content. Instant feedback reinforces key concepts and areas of improvement.
  - **Addresses students' busy lives.** Students can listen to chapters via the ReadSpeaker app while on the go and watch course videos in the small bursts of time that they have. The *MindTap* mobile app also allows students to digest and interact with course content to stay on top of all assignments and class activities. The *MindTap* app features the ebook, flashcards, practice quizzes, notifications, reminders, and more.
  - **Offers option to include *Write Experience*.** *Write Experience* encourages students to learn how to write well in order to communicate effectively and think critically. *Write Experience* provides students with additional writing practice without adding to an instructor's workload. Utilizing artificial intelligence to score student writing instantly and accurately, it provides students with detailed revision goals and feedback to help them constantly improve. *Write Experience* is powered by e-Write IntelliMetric Within—the gold standard for automated scoring of writing—used to score the Graduate Management Admissions Test (GMAT) analytical writing assessment. Visit http://www.cengage.com/training/wexp to learn more.
  - **Includes free access to *Questia*.** *Questia* is an online research tool containing more than 78,000 online books from reputable commercial and academic presses and more than 9 million quality journal, newspaper, and magazine articles. *Questia* also guides students through the entire research and writing process, from selecting topics and finding sources to creating and organizing notes, building paper outlines, and formatting proper citations. In addition, *Questia* allows instructors to select and assign readings in *MindTap*.

- ***Aplia* for *Fusion*.** Through diagnostic tests, succinct instruction, and engaging assignments, *Aplia* for *Fusion: Integrated Reading and Writing, Book 2* reinforces concepts and provides students with the practice they need to build fundamental reading, writing, and grammar skills.
  - Diagnostic tests provide an overall picture of a class's performance, allowing instructors to instantly see where students are succeeding and where they need additional help.
  - Assignments include immediate and constructive feedback, reinforcing important ideas and motivating students to improve their reading and writing skills.
  - Grades are automatically recorded in the *Aplia* grade book, keeping students accountable while minimizing time spent grading.
  - The **Individualized Study Path (ISP)**. An ISP course generates a personalized list of assignments for each student that is tailored to his or her specific strengths and weaknesses. ISP assignments are randomized, auto-graded problems that correspond to skills and concepts for a specific topic. Students get as much help and practice as they require on topics where they are weak. Conversely, if there are topics they understand well, no remediation is necessary and no additional assignments will be presented.
- **Instructor Companion Site.** This site includes helpful instructional materials.
  - **Instructor's Manual** contains detailed sample syllabi, including syllabi mapped to North Carolina and Texas state objectives, a variety of writing prompts to be used in class or as homework assignments, and a guide to teaching ESL learners using *Fusion*.
  - **Test Bank** includes chapter quizzes, a midterm exam, and a final exam.
  - **PowerPoint slides** include an overview of the key topics covered in each chapter.

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Part 1:

Reading and Writing for Success

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Part 1: Reading and Writing for Success

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Chapter 1

The Reading-Writing Connection

If there is one profession that has always appreciated the special connection between reading and writing, it is that of the professional writer. "Read, read, read. Read everything," stated twentieth-century author William Faulkner. "There's nothing so exciting to me than to read books," states present-day novelist Toni Morrison. Writers know that reading helps them write and that their writing prompts them to read more.

As a student, you need to make your own special connection between reading and writing. You will be reading texts by experts in their fields. In order to make sense of this new information, to make it part of your own thinking, you will need to write about it. This chapter explores the reading-writing connection.

Chapter Outline

1.1 Reading and Writing to Learn

For humans, making contact is an important aspect of communication. You make contact when you acknowledge someone with a smile, a handshake, or a hug. You make contact when you text someone or watch a favorite television show. The list could go on and on. But to be specific to reading and writing, consider these actions:

- By focusing on reading material, you make contact with the ideas and concepts developing on the page.
- By putting fingers to the keyboard (or pen to paper), you automatically make contact with your own ideas.

What's important for you to understand is the mutual relationship between reading and writing. As a student, you can expect to do a great deal of reading, which means you will come in contact with many new ideas. It's unlikely that everything you read will make sense to you right away. This is where writing can assist you. Writing allows you to respond to a text on a personal level—to make sense of it, to agree or disagree with it, to connect it with other texts—using your own thoughts and words.

Approaching Reading and Writing

Reading and writing work best when you think of them as learning tools. Reading assignments provide the important content; writing can help you engage with the content to learn from it. In fact, you can't effectively complete an academic reading assignment without employing some form of writing, even if that writing consists of nothing more than a list of ideas or a brief freewriting exercise. It's important to note that there are different reasons to write. When you write for yourself, you are writing to help yourself learn. When you write for an instructor, you are writing to show what you have learned.

Taking Class Notes

Keeping a class notebook or journal (either in print or digitally) is important if you are going to make writing a central part of your learning routine. Certainly you can take notes, but you can also use your notebook to explore your thoughts about your reading and about other aspects of your coursework by employing a variety of writing-to-learn strategies.

Writing-to-Learn Strategies

- **Note Taking** As you read, take notes to help you keep track of key ideas and details in the reading.
- **First Thoughts** Freely explore your first thoughts soon after you start reading. This writing gives you a point of reference for the rest of your reading and responding.

- **Status Check** Stop at various points of your reading to write about what you've read. These writings help you check your understanding of the text as it develops.
- **Listing** Freely list ideas about your reading. Listing can be useful as a quick review.
- **Written Dialogues** Write an imaginary conversation about your reading between two individuals. (You may be one of the speakers. The other speaker may be a character from the reading.) This strategy can help you connect to the reading.
- **Nutshelling** "Nutshell," or summarize, the importance of a reading in one sentence. Doing so clarifies your thinking about a text.
- **Pointed Questions** Ask and answer a series of *Why?* questions about the text.
- **Final Thoughts** Sum up your thoughts and feelings about the text. Consider what you have learned and what questions you still have about the topic.

Effective Academic Reading

Reading and learning go hand in hand. You read to learn about new concepts and ideas; you read to learn how to do something; and you read to understand the past, the present, and the future. To maximize how much you learn from your reading, follow these guidelines.

1. **Find a quiet place.** You'll need space to read and write without distractions.
2. **Gather your materials.** Have on hand a notebook or laptop, related handouts, an online connection, and a pen and/or highlighter if you are annotating the text.
3. **Divide the assignment into parts.** It's difficult to maintain the proper level of concentration over extended periods of time. Instead, try to read for 15-30 minutes at a time; then rest for a brief period. Use a timer to help you manage your reading.
4. **Approach your reading as a process.** Academic reading requires that you do a number of things—prereading, reading, rereading, reflecting—in a certain order.
5. **Use proven reading strategies.** For example, taking notes and annotating a text get you actively involved in your reading and help you learn.
6. **Identify the features of the reading.** For example, recognizing the intended audience and purpose will help you appreciate the text. Use the **STRAP** strategy to do this. (See Section 1.3.)
7. **Know what to look for.** In order to understand a reading, you need to identify the main idea or thesis of the text, plus the key points and details that support it.
8. **Summarize what you have learned.** Writing a summary helps you gauge your understanding of the reading. (See Section 2.4.)
9. **Note questions about the text.** Search for answers as soon as you can.
10. **Review the reading and your notes.** Doing this from time to time will help you internalize the information and connect it to new concepts you are studying.

1.2 Writing to Share Learning

Writing to learn is one function of writing; writing to share what you have learned is another important function. When you write to learn, you are your only audience. But when you write to share learning, your audience expands to include your instructor, your classmates, and others. When you develop assigned paragraphs, essays, and research papers, you are writing to share learning.

Understanding the Learning Connection

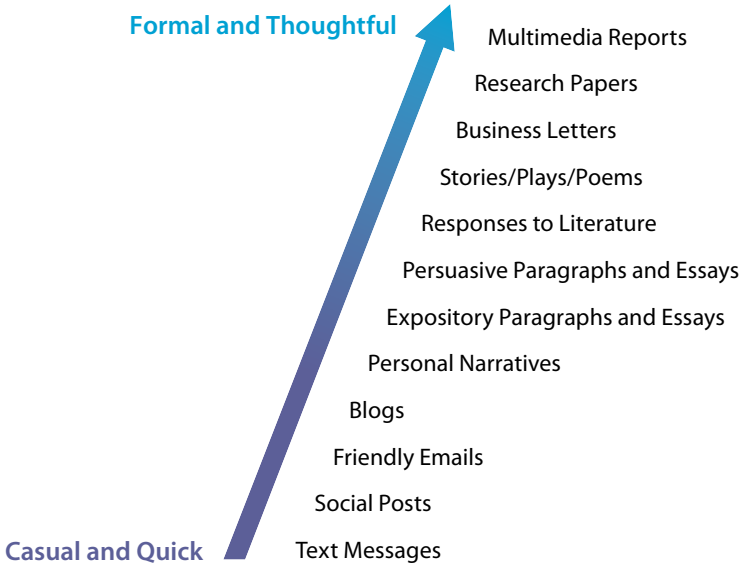
A direct link exists between clear thinking and developing strong writing. Writing to learn involves exploring and forming your thoughts, and writing to share involves clarifying and fine-tuning them.

All assigned writing projects begin with writing to learn as you read and collect your thoughts about the topic. Once you develop a first draft, your attention turns to making the writing clear, complete, and ready to share with others. Of course, writing to share learning demands more time and effort because it will be read and reviewed by your instructors and peers.

Reviewing the Range of Writing

The range of forms of writing is wide and varied, as you can see in Figure 1.1. Your college writing will likely cover the complete spectrum, with a focus on the more formal forms, such as essays and research papers.

Figure 1.1 Writing Spectrum



Effective Academic Writing

When your instructors give writing assignments, they will expect you to submit finished products that are clear, complete, and correct. Following these guidelines will help you meet their expectations.

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1. **Find a quiet place to work.** Writing is essentially thinking on paper. You cannot think effectively if you are distracted. Quiet background music is okay if it helps you focus on your writing.
2. **Gather your materials.** Have on hand all of your notes from your reading, the assignment guidelines, related handouts, and whatever supplies you need to write.
3. **Identify the features of the assignment.** For example, knowing the purpose of the writing and the intended audience will help you develop your work. Use the **STRAP** strategy to do this. (See **Section 1.3**.)
4. **Understand the dynamics of the assignment.** Know what is expected of you: when the final copy is due and how the paper will be assessed.
5. **Approach your writing as a process.** Developing academic writing requires that you do a number of things—prewriting (planning), drafting, revising, editing—before the writing will be ready to share. Approaching your writing one step at a time helps you do your best work.
6. **Write from a position of strength.** Select writing topics that truly interest you and learn as much as you can about them. You'll find it much easier to develop a strong piece of writing if you have a lot of strong details to choose from.
7. **Keep time on your side.** Be sure to reserve enough time to develop your writing. The longer the piece of writing, the more time you must set aside. For important essays and reports, you may even want to set up a daily schedule of tasks to complete.
8. **Know the basics of writing.** Your writing should form a unified whole with strongly developed beginning, middle, and ending parts. And it should be built around a thoughtful thesis statement supported with plenty of details.
9. **Collaborate.** At different points during your writing, get feedback from your classmates, writing tutors, and/or instructor. Their insights and advice will help you keep on track and produce your best work.
10. **Learn from every writing experience.** Take note of strengths and weaknesses in each assignment you complete. Then, in future assignments, build on your strengths and address your weaknesses.

1.3 Understanding Reading and Writing Assignments

Being prepared is an important part of making good choices. For example, you would want to know the basics about a job or an internship before you applied for it. The same holds true for your college reading and writing assignments. Before you get started on your work, you should identify the main parts, including subject, purpose, audience, type (form), and the role of the writer. These two sample assignments will be used as examples for the discussion of each part:

Reading Assignment: Read Chapter 2 in your biology textbook. In this chapter, the authors trace nineteenth-century theories of evolution, leading up to Charles Darwin's groundbreaking discovery. Be prepared to explain each naturalist's theory.

Writing Assignment: In a posting on the class blog, reflect on the importance of a specific school-related experience. Consider who was involved, what happened, and why it was significant.

Using the STRAP Strategy

The first letters of the five parts of a reading or writing assignment can be arranged to spell **STRAP**. Thinking of this word will help you remember the five parts that you should identify. Here are the main parts for the sample reading assignment from the biology textbook using the **STRAP** strategy.

Subject: Nineteenth-century theories of evolution
Type: Biology textbook
Role: Authors of a biology textbook
Audience: Students
Purpose: To inform readers about a landmark work leading up to Darwin's theory

Here are the main parts for the writing assignment for the class blog post.

Subject: School-related experience
Type: Class blog post
Role: Student in the class
Audience: Peers and instructor
Purpose: To inform; to reflect upon the significance of the experience

Subject The **subject** is the person, idea, event, or object being discussed or described. The terms *subject* and *topic* are often used interchangeably. Simply stated, you must identify the subject of your reading assignments. For writing assignments, you must understand what type of subject you are expected to write about. You can't begin either type of assignment without this information.

The subject for the sample reading assignment—nineteenth-century theories of evolution—is clearly identified. If that were not the case, you could identify the subject by skimming the title of the reading, the first few paragraphs, and, if needed, the first lines of other paragraphs. The subject for the sample writing assignment—a specific school-related experience—is clearly stated as well. If, for some reason, the subject of the writing is not clear to you, consult with your instructor before you get started.

Type **Type** refers to the form of a reading selection or piece of writing to be produced. The primary type of informational readings will be textbook chapters, as is the case with the biology assignment. Textbook chapters are well organized and contain headings, subheadings, labels, glossaries, graphics, and summaries to make the information as accessible as possible. Other common forms of informational reading, such as essays, articles, and professional reports, may not be as accessible as textbook chapters because students are generally not their intended audience.

The typical types of academic writing include essays, reports, summaries, narratives, personal responses, and blog posts. Before you begin a writing project, be sure that you understand the key features of the form being assigned. For example, if your instructor assigns a blog posting, you will want to know the requirements for that type of writing.

Role **Role** refers to what position the writer assumes. For textbook reading assignments, the authors assume the role of experts in their fields. Likewise, the authors of essays or articles in respected publications assume the role as individuals knowledgeable about their topics. The qualifications of authors are provided at the beginning or the end of textbooks and other respected publications. Writers in some fringe publications or questionable websites often try to assume positions of expertise but do not possess the qualifications to do so.

For academic writing assignments, you assume the role of a student producing essays and reports sharing what you have learned. To meet this expectation, you must approach your writing as a process requiring multiple drafts before it is ready to share. The same approach applies to any important informational writing that you produce in the workplace or community.

Audience **Audience**, in this case, is the intended readership for written work that you read or write. For example, if the reading comes from a biology textbook, then, of course, biology students are the intended audience. Your instructors may also assign readings in which students may not be the primary audience—say, perhaps an article from a professional journal in which professionals in the field are the intended audience. With this information in mind, you would need to take extra care with your reading.

Since the sample writing assignment will be posted on a class blog, fellow students and the instructor are the intended audience. On the other hand, if you are writing in response to an exam prompt or you are developing an end-of-term research report, your instructor is the intended audience. Understanding the intended audience helps you shape your writing. When you are sharing a personal experience on a class blog, you may speak in a more relaxed style than you would when you are writing for an instructor or someone else in a position of authority.

Purpose

Purpose is the specific reason for the reading or writing. Generally, the reason for reading and writing assignments is either to inform, persuade, or share. The general purpose of a textbook, for example, is to inform the reader about a general subject. More specifically, however, the purpose may be to compare, analyze, evaluate, define, trace, or reflect upon.

In the reading assignment under discussion, the general purpose is to inform, but more specifically the reading is intended to trace the development of the different theories. For argumentative texts, the purpose is generally to persuade, but more specifically it may be to evaluate or review. For personal narratives and essays, the general purpose may be either to inform or to entertain, or perhaps a little bit of both, but more specifically to reflect or to analyze.

For the writing assignment under discussion, the general purpose is to inform, but more specifically, the writer must reflect upon (consider the importance) of the event. Usually, a key word in an assignment reveals the specific purpose of the writing: *Summarize* the article on vertical farming. *Explain* the results of your experiment. *Describe* your meeting with a career counselor.

Purpose Words

- **Analyze:** To examine the parts of a topic, noting any interrelationships
- **Argue:** To give reasons for or against something
- **Compare:** To point out the similarities and differences, perhaps with greater emphasis on similarities
- **Contrast:** To point out differences
- **Define:** To provide a concise or extended meaning of a topic
- **Describe:** To depict the appearance of a person, place, or thing; to give an account of; to convey an impression
- **Discuss:** To examine a topic from all sides
- **Evaluate:** To judge the value or condition of a topic in a thoughtful and careful way
- **Explain:** To make clear or easy to understand; show cause-effect relationships or a step-by-step process
- **Prove:** To give evidence to support a point
- **Review:** To re-examine the key characteristics or key points of a topic
- **Reflect:** To express carefully considered thoughts
- **Summarize**: To present the main points in a condensed, shortened form
- **Trace:** To present in sequence a series of steps or occurrences

Practice 1.1 Read the following sample assignments. Then, identify the main parts of the reading and writing assignments by answering the **STRAP** questions. Remember, these are sample assignments, not actual readings or writing tasks.

Assignment 1: Read the following selection from a textbook chapter entitled "Class and Stratification in the United States" by Diana Kendall, a professor of sociology. The selection discusses the influence that social ranking has on achievement in America.

1. What is the **subject** of the reading?
   a. The influence that social ranking has on achievement in America
   b. Ranking the most successful people in America
   c. The struggle of working-class Americans

2. What **type** of reading is it?
   a. A magazine article
   b. A personal narrative
   c. A selection from a textbook

3. What **role** does the writer assume?
   a. A reporter
   b. An expert professor
   c. An eyewitness

4. Who is the intended **audience**?
   a. General readers
   b. Students
   c. Business people

5. What is the **purpose** of the reading?
   a. To inform
   b. To persuade
   c. To entertain

Assignment 2: The ability to work in groups is important in school and in the workplace. Write an essay in which you work to convince the class that they should learn and practice the three or four group skills that you present.

6. What **subject** should you write about?
   a. Group skills to learn and practice
   b. Study skills to master
   c. Keys to success in the workplace

7. What **type** of writing should you develop?
   a. Report
   b. Essay
   c. Blog post

8. What **role** should you assume?
   a. Citizen
   b. Family member
   c. Student

9. Who is the intended **audience**?
   a. Family members
   b. Fellow students
   c. Employers

10. What is the **purpose** of this writing?
    a. To compare
    b. To persuade
    c. To entertain

1.4 Using the Traits for Reading and Writing

Using the traits of writing can help you gain a full understanding of reading assignments, and they can help you develop your own paragraphs and essays. The traits identify the key elements of written language, including ideas, organization, voice, word choice, sentence fluency, and conventions. If you're not sure what to look for in your reading assignments, follow the information on the left half of the charts. To help you know what to consider for writing assignments, follow the information on the right half of the charts.

Ideas

Informational texts are built upon a foundation of ideas. There is nothing more essential for you to remember.

When you read for ideas, you identify . . .	When you write for ideas, you develop . . .
■ the topic.	■ a thesis or focus.
■ the thesis (main idea).	■ your thoughts on the topic.
■ the key supporting details.	■ effective supporting details.

Organization

To create meaning, ideas need to be organized. Readers expect that a reading will follow a sensible pattern of organization.

When you read for organization, you identify . . .	When you write for organization, you develop . . .
■ the beginning, middle, and ending parts. ■ the organization of the supporting details.	■ an effective beginning, middle, and ending. ■ a logical presentation of supporting details.

Voice

A text also has voice, or tone, which refers to the special way the writer speaks to his or her readers. Voice reflects on the writer's attitude about the topic and text.

When you read for voice, you identify . . .	When you write for voice, you develop . . .
■ the level of the writer's interest in and knowledge about the topic.	■ a voice that sounds interesting, honest, and knowledgeable.

Word Choice

Academic texts are characterized by specific terminology related to the subject. Personal texts are characterized by more informal, casual words.

When you read for word choice, you identify . . .	When you write for word choice, you develop . . .
■ the quality of the words. (Are they interesting and clear?)	■ words that are specific, clear, and fitting for the assignment.

Sentence Fluency

The sentences carry the ideas. In order to be effective, they must flow smoothly and clearly communicate the information.

When you read for sentence fluency, you identify . . .	When you write for sentence fluency, you develop . . .
■ the effectiveness of the sentences. (Do they flow smoothly? Are they clear?)	■ smooth-reading, clear, and accurate sentences.

Conventions

The conventions are the rules for grammar, usage, and mechanics that produce clear and correct texts.

When you read for conventions, you identify . . .

- to what degree the writing follows conventions (and why or why not).

When you write for conventions, you develop . . .

- paragraphs or essays that follow the conventions.

The Traits in Action

Here is how one student used the traits of writing to help her understand "Conversational Ballgames," a personal essay by Nancy Sakamoto that she had to read for an assignment.

Traits Analysis of "Conversational Ballgames"

Ideas

- **Topic:** Comparing Western-style conversations with Japanese conversations
- **Main idea (thesis):** The two conversation styles are very different.
- **Supporting details:** Western style conversations are like a tennis game, with a lot of back and forth. Japanese style conversations are like bowling, where everyone waits his or her turn. There is little or no back and forth.

Organization

- **Beginning:** The writer, a Westerner, shares her experience with conversing in Japan. She realizes the styles are very different.
- **Middle:** She contrasts the two styles.
- **Ending:** She concludes that it is not easy to switch styles.
- **Organization of details:** Comparison/contrast

Voice

- The writer speaks from personal experience.

Word Choice

- The words are easy to follow. The comparisons to tennis and bowling add interest.

Sentence Fluency

- The sentences flow smoothly and are easy to follow.

Conventions

- The writing follows the rules for grammar, usage, and mechanics.

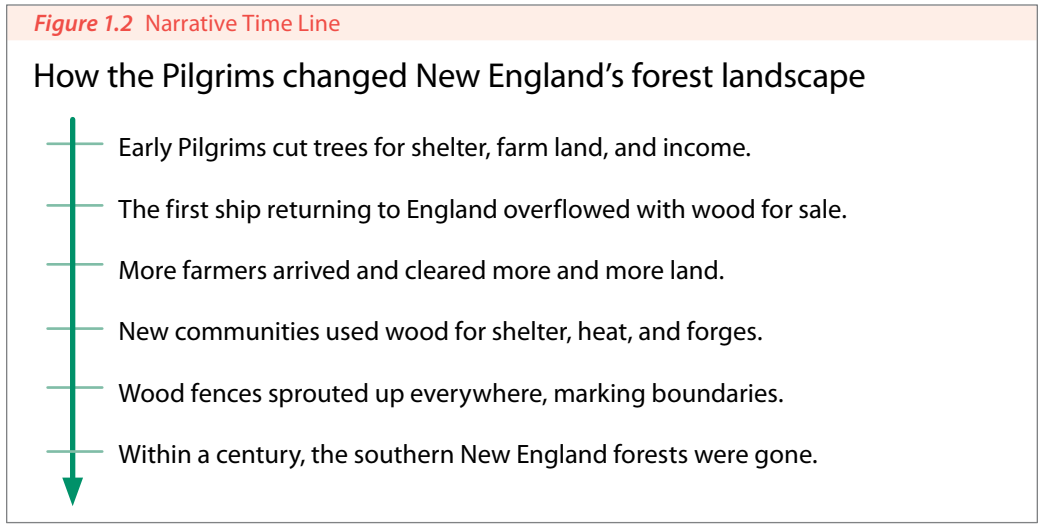
1.5 Using Graphic Organizers for Reading and Writing

Graphic organizers help you map out your thinking for writing and reading assignments. You can, for example, use a Venn diagram or a T-chart to arrange your thoughts for a comparison essay assignment or to take notes about an essay you have just read. Other common graphics help you organize your thinking for problem-solution, cause-effect, and narrative writing and reading assignments. See **Figure 1.2** as well as other samples in the "Sample Graphic Organizers" section.

Charting a Reading Selection

A time line is a graphic organizer used to list the key actions in a reading selection that is organized chronologically (by time), such as a personal narrative or a historical account. A time line will not include many details or explanations. Here is a sample time line for an historical account from *The Path: A One-Mile Walk through the Universe* by Chet Raymo.

Figure 1.2 Narrative Time Line



Practice 1.2 Create a time line to list the main actions of an important school-related experience from your past.

Sample Graphic Organizers

Figure 1.3 Time Line

Time Lines Use for personal narratives to list actions or events in the order they occurred.

Subject: _____

1 _____

2 _____

3 _____

Figure 1.4 Process Diagram

Process Diagram Use to collect details for science-related writing, such as the steps in a process.

Topic: _____

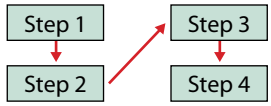


Figure 1.5 Line Diagram

Line Diagram Use to collect and organize details for informational essays.

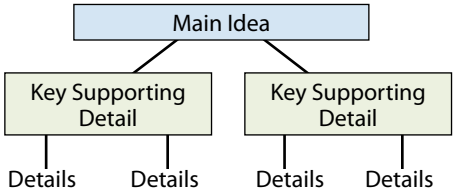


Figure 1.6 Venn Diagram

Venn Diagram Use to collect details to compare and contrast two topics.

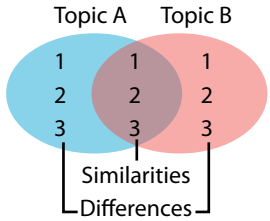


Figure 1.7 Cause-Effect Organizer

Cause-Effect Organizer Use to collect and organize details for cause-effect essays.

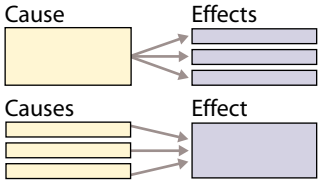


Figure 1.8 Problem-Solution Web

Problem-Solution Web Use to map out problem-solution essays.

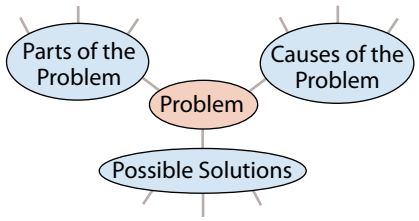


Figure 1.9 Evaluation Chart

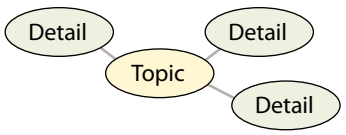
Evaluation Chart Use to collect supporting details for essays of evaluation.

Subject:

Points to Evaluate	Supporting Details
1	
2	
3	

Figure 1.10 Cluster

Cluster Use to collect details for informational essays.



Review and Enrichment

Chapter Review Quiz

Answer the questions about what you've learned in this chapter.

1. Why can reading and writing be considered learning tools?
   a. Reading and writing help you connect and interact with new ideas and concepts.
   b. Information in a reading assignment will be meaningless until you write about it.
   c. The only way to learn new information is to read and write about it.

2. What are pointed questions?
   a. Pointed questions are specific questions you ask someone about your reading.
   b. Pointed questions are a series of *why* questions that help you review a reading.
   c. Pointed questions summarize a reading text.

3. How is writing to learn different from writing to share learning?
   a. Writing to learn involves writing for yourself; writing to share learning involves writing to show your learning.
   b. Writing to learn focuses on clarity and completeness; writing to share learning focuses on freely exploring your ideas.
   c. Writing to learn is more important than writing to share learning.

4. What are two formal forms of writing?
   a. Text messages and blogs
   b. Emails and social posts
   c. Persuasive essays and research papers

5. What is the **STRAP** strategy?
   a. A strategy to help you check your writing before you share it.
   b. A strategy for reviewing the five main parts of reading or writing assignments.
   c. A strategy to help you remember the main parts of a textbook.

6. What does each letter in **STRAP** stand for?
   a. Subject, type, role, audience, and purpose
   b. Source, tone, role, audience, and purpose
   c. Subject, topic, reason, audience, and purpose

7. Which writing trait focuses on the way a writer speaks to the reader?
   a. Ideas b. Conventions c. Voice

8. Which graphic organizer would you use to place events in the order they occurred?
   a. Time line b. T-chart c. Cluster

Reading for Enrichment

You will be reading a selection from *Becoming a Master Student* that provides directions for creating and using "to-do" lists to help you manage daily tasks. Use the guidelines for "Effective Academic Reading" to help you carry out your reading. (See Section 1.1.)

About the Author

Dave Ellis is an author, an educator, a workshop leader, and a lecturer. His book *Becoming a Master Student* is a best seller in its 16th edition, and it is used by students worldwide to help them succeed in school and beyond. He has coauthored other books on subjects such as human effectiveness and career planning.

Prereading

People in all walks of life establish processes to complete tasks. Chefs determine the best sequence to incorporate ingredients into their signature dishes; coaches break down fundamental skills into teachable steps; software developers provide step-by-step directions for downloading their newest products. List another example of a process established in a different profession. Then list a process that you have established for yourself.

Consider the Traits

As you read this selection, consider the **ideas**: What process is he explaining, and does he provide plenty of details? Also note the **organization**: Does the structure of ideas help you follow the process? Finally, note the author's **voice**: Does he sound interested in helping you, or is he simply presenting information?

On-the-job processes: _____

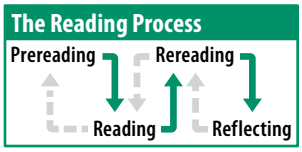
Personal processes: _____

Before you read, answer the **STRAP** questions to identify the main features of the assignment.

Subject:	What specific topic does the reading address?
Type:	What form (*essay, narrative, textbook selection*) does the reading take?
Role:	What position (*concerned individual, observer, participant, educator*) does the writer assume?
Audience:	Who is the intended audience?
Purpose:	What is the general goal of the reading (*to inform, to persuade, to share*)?

Reading and Rereading

As you read, make it your goal to (1) identify the topic, (2) confirm the purpose and audience, and (3) pay careful attention to the steps in the process. Consider taking notes to help you remember important points. Reread as needed to confirm your understanding of the text and to analyze its ideas and organization.



The ABC Daily To-Do List

One advantage of keeping a daily to-do list is that you don't have to remember what to do next. It's on the list. A typical day in the life of a student is full of separate, often unrelated tasks—reading, attending lectures, reviewing notes, working at a job, writing papers, researching special projects, running errands. It's easy to forget an important task on a busy day. When that task is written down, you don't have to rely on your memory. 1

The following steps present one method for creating and using to-do lists. This method involves ranking each item on your list according to three levels of importance—A, B, and C. Experiment with these steps, modify them as you see fit, and invent new techniques that work for you. 2

Step 1: Brainstorm tasks

To get started, list all of the tasks you want to get done tomorrow. Each task will become an item on a to-do list. Don't worry about putting the entries in order or scheduling them yet. Just list everything you want to accomplish on a sheet of paper or planning calendar or in a special notebook. You can also use 3x5 cards, writing one task on each card. Cards work well because you can slip them into your pocket or rearrange them, and you never have to copy to-do items from one list to another. 3

Step 2: Estimate time

For each task you wrote down in Step 1, estimate how long it will take you 4

to complete it. This can be tricky. If you allow too little time, you end up feeling rushed. If you allow too much time, you become less **productive**. For now, give it your best guess. If you are unsure, overestimate rather than underestimate how long it will take you for each task. Overestimating has two benefits: (1) It avoids a schedule that is too tight, missed deadlines, and the resulting feelings of frustration and failure; and (2) it allows time for the unexpected things that come up every day—the spontaneous to-dos. Now pull out your calendar or Time Monitor/Time Plan. You've probably scheduled some hours for activities such as classes or work. This leaves the unscheduled hours for tackling your to-do lists.

Add up the time needed to complete all your to-do items. Also add up the number of unscheduled hours in your day. Then compare the two totals. The power of this step is that you can spot overload in advance. If you have eight hours' worth of to-do items but only four unscheduled hours, that's a potential problem. To solve it, proceed to Step 3. 5

Step 3: Rate each task by priority

To prevent over-scheduling, decide which to-do items are the most important, given the time you have available. One suggestion for making this decision comes from the book *How to Get Control of Your Time and Your Life* by Alan Lakein: Simply label each task A, B, or C. 6

The A's on your list are those things that are the most critical. They include assignments that are coming due or jobs that need to be done immediately. Also included are activities that lead directly to your short-term goals. 7

The B's on your list are important, but less so than the A's. B's might someday become A's. For the present, these tasks are not as urgent as A's. They can be postponed, if necessary, for another day. 8

The C's do not require immediate attention. C priorities include activities such as "shop for a new blender" and "research genealogy on the Internet." C's 9

are often small, easy jobs with no set time line. They, too, can be postponed.

Once you've labeled the items on your to-do list, schedule time for all of 10
the A's. The B's and C's can be done randomly during the day when you are in between tasks and are not yet ready to start the next A.

Step 4: Cross off tasks

Keep your to-do list with you at all times. Cross off activities when you 11
finish them, and add new ones when you think of them. If you're using 3x5 note cards, you can toss away or recycle the cards with completed items. Crossing off tasks and releasing cards can be fun—a visible reward for your **diligence**. This step fosters a sense of accomplishment.

When using the ABC priority method, you might experience an ailment 12
common to students: C fever. Symptoms include the uncontrollable urge to drop the A task and begin crossing C's off your to-do list. If your history paper is due tomorrow, you might feel compelled to vacuum the rug, call your third cousin in Tulsa, and make a trip to the store for shoelaces. The reason C fever is so common is that A tasks are usually more difficult or time-consuming to achieve, with a higher risk of failure.

If you notice symptoms of C fever, ask yourself, "Does this job really need to 13
be done now? Do I really need to alphabetize my CD collection, or might I better use this time to study for tomorrow's data-processing exam?" Use your to-do list to keep yourself on task, working on your A's. But don't panic or berate yourself when you realize that in the last six hours, you have completed eleven C's and not a single A. Just calmly return to the A's.

Step 5: Evaluate

At the end of the day, evaluate your performance. Look for A priorities you 14
didn't complete. Look for items that repeatedly turn up as B's or C's on your list and never seem to get done. Consider changing them to A's or dropping them

altogether. Similarly, you might consider changing an A that didn't get done to a B or C priority. When you're done evaluating, start on tomorrow's to-do list. Be willing to admit mistakes. You might at first rank some items as A's only to realize later that they are actually C's. And some of the C's that lurk at the bottom of your list day after day might really be A's. When you keep a daily to-do list, you can adjust these priorities before they become problems.

The ABC system is not the only way to rank items on your to-do list. Some people prefer the 80-20 system. This method is based on the idea that 80 percent of the value of any to-do list comes from only 20 percent of the tasks on that list. So on a to-do list of ten items, find the two that will contribute most to your life, and complete those tasks without fail. 15

Another option is to rank items as "yes," "no," or "maybe." Do all of the tasks marked "yes." Ignore those marked "no." And put all of the "maybes" on the shelf for later. You can come back to the "maybes" at a future point and rank them as "yes" or "no." 16

Or you can develop your own style for to-do lists. You might find that grouping items by categories such as "errands" or "reading assignments" works best. Be creative. 17

Keep in mind the power of planning a whole week or even two weeks in advance. Planning in this way can make it easier to put activities in context and see how your daily goals relate to your long-term goals. Weekly planning can also free you from feeling that you have to polish off your whole to-do list in one day. Instead, you can spread tasks out over the whole week. 18

In any case, make starting your own to-do list an A priority. 19

From Ellis, *Becoming a Master Student,* 13E. © 2011 Cengage Learning.

Reflecting

Answer the comprehension and vocabulary questions about the reading.

1. What is the subject of this selection?
   a. The process for creating and using to-do lists
   b. How to alphabetize a to-do list
   c. The value of keeping a journal

2. What graphic organizer works well to list the key points in an informational text?
   a. Process diagram
   b. Line diagram
   c. Venn diagram

3. Which best describes the character of the writer's voice?
   a. Knowledgeable but distant
   b. Knowledgeable and helpful
   c. Uncertain and questioning

4. Study how the word *productive* is used in the reading, and choose its definition.
   Productive (paragraph 4)
   a. Effective
   b. Careful
   c. Happy

5. Study how the word *diligence* is used in the reading, and choose its definition.
   Diligence (paragraph 11)
   a. Hard work
   b. Tardiness
   c. Overtime

Writing to Learn

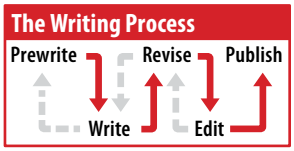
Create a dialogue between you and another person (real or imagined) in which you discuss the reading selection. Consider what you learned, what questions remain unanswered, how the author's approach matches your own learning style, and so on. Keep the conversation going as long as you can. Set up your dialogue like this:

> **Your first name:** So what do you think of making to-do lists?
> **Other person's first name:** Well, . . .

Critical Thinking

- What assumption or belief has the writer made about the readers of his advice?
- How do you feel about turning tasks into processes?

Writing for Enrichment



What follows are possible writing activities to complete in response to the reading.

Prewriting

Choose one of the following writing ideas, or decide upon an idea of your own related to the reading.

1. In a personal blog post, illustrate whether or not you are a "process" person. Some people rely on directions and manuals, and others do not. (To **illustrate** means "to show with examples.")
2. Compare your process personality with that of a peer, workmate, or family member.
3. Explain in detail one of the on-the-job processes you identified in the Prereading section. Assume you are preparing your paper for someone new to the job. Consider using headings as is done in "The ABC Daily To-Do List."
4. Explain in detail one of the personal processes that you identified earlier in the Prereading section. Provide necessary background information and at least one example of the process in action.
5. Describe the most frustrating set of directions that you have ever tried to follow.

When planning . . .

- Complete the **STRAP** strategy for your writing.
- Gather plenty of details about your topic—including a complete listing of the steps in the process if you are responding to prompt 4 or 5.
- Establish a main idea (thesis) to serve as a focus for your writing. For example, a process may be very complicated, or your impulsiveness may lead you to dislike directions.
- Arrange your notes accordingly for writing.

When writing . . .

- Develop effective beginning, middle, and ending parts in your writing.
- Present your main idea in the beginning part.
- Support and explain the main idea in the middle part.
- Close your essay with final thoughts about your topic.

When revising and editing . . .

- Carefully review your first draft. Make sure that you have included enough detail to explain the process. Illustrate your experiences with directions.
- Ask at least one peer to review your writing as well.
- Improve the content as needed.
- Then edit your revised writing for smoothness and correctness.

somchai rakin, 2017 / Used under license from Shutterstock.com

Chapter 2

Approaches to Reading and Writing

You can't expect to gain a full appreciation of a text with one quick read through it. Likewise, you can't expect to produce a quality piece of writing by producing one quick draft. Effective reading and writing are never the product of a single, quick step. You can't hurry either one. Instead, academic reading and writing are best approached as processes, each with a series of steps helping you carry out your task.

This chapter describes the steps in the reading and writing processes and shows you how the steps in each process work together. Along with the reading process, you will also learn about important vocabulary skills. Knowing *how* to approach reading and writing assignments effectively makes the actual work that much more satisfying and productive.

Chapter Outline

2.1 Understanding the Reading Process

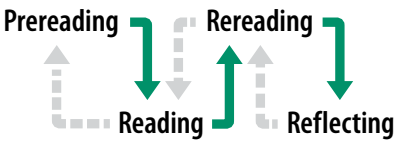
Reading an entertainment or fashion magazine can be easy because you are reading for enjoyment. Reading an academic text may feel entirely different because you are reading to gain information. To ensure that you read academic texts carefully, follow the steps in an effective process. By doing so, you will gain a full appreciation and understanding of a text.

The reading process helps you pace yourself and read actively. Active reading is close, thoughtful reading. It keeps you engaged with the text through annotating, note taking, and/or summarizing, and it helps you understand the text's key parts.

Step	Activities
Prereading	First become familiar with the text and establish a starting point for reading.
Reading	Read the assignment once to get a basic understanding of the text. Use reading strategies such as annotating, outlining, and summarizing.
Rereading	Reread the text and analyze its parts as many times as needed until you have a clear understanding of the text's key topic and ideas.
Reflecting	Reflect on your reading experience: *How would you summarize the text? What have you learned? What questions do you have about the material? How has this reading changed or expanded what you know about the topic?*

Figure 2.1 presents the reading process in action. The arrows show how you may move back and forth between the steps. For example, after beginning your reading, you may refer back to something in your prereading.

Figure 2.1 The Reading Process



Prereading

Prereading addresses what you should do *before* your actual reading. A cook reviews a recipe in order to have everything in place before starting; prereading serves a similar purpose. Here are the basic prereading tasks.

- **Review the title.** Many readers give the title very little thought. However, the title often identifies the topic of the reading and helps you understand the author's attitude or voice or tone.
- **Learn about the author.** Read the brief biography about the author if it is provided with the text. Otherwise, check online for information about the writer. This information may help you understand the author's approach.

- **Preview the text.** Read the first paragraph or two to get a general idea about the topic, the level of language used, and the writer's tone. Next, skim the text for headings, bold-faced words, and graphics. Then read the final paragraph or two to see how the text ends. Finally, use the **STRAP** strategy (see Section 1.3) to identify the main parts of the text.
- **Establish a starting point for reading.** Once you have done all of these things, write down your first thoughts about the text. Consider what you already know about the topic, what questions you have, and what you expect to learn.
- **Ask questions.** This will help you stay on task as you read. Base your questions on information that you've collected while previewing the text's title, objectives, headings, subheadings, first sentences in paragraphs, bold-faced terms, and visuals. Here are three possible prereading questions.

The learning objective "Explain when searches can be made without a warrant" can be turned into this question:	The heading "The Fourth Amendment" can be turned into this question:	The bold-faced term "probable cause" can be turned into this question:
When can searches be made without a warrant?	How does the Fourth Amendment protect the rights of the people?	What is meant by probable cause?

Reading

Reading a text requires your undivided attention. These are your goals during your first reading.

- **Confirm the key parts of the STRAP strategy,** especially the **p**urpose and **a**udience. Is the material intended to explain, describe, or persuade? And does it address general readers, college students, professionals, or some other audience?
- **Annotate the text.** Annotating involves making notes in the text (see Section 2.4). Use annotating to ask questions or highlight passages that you think are important or that you don't yet fully understand.
- **Identify the main idea or thesis** of the text. The main idea is the central aim or purpose of a text. It is the key idea that the author wants to emphasize.
- **Locate the evidence.** Look for the facts and details that support the main idea.
- **Consider the conclusion.** Review the closing thoughts of the writer.

Rereading

Rereading a text helps you to better understand its main points. These are your goals during your rereading.

- **Confirm your basic understanding of the text.** Are you still sure about the main idea and supporting details? If not, adjust your thinking as needed.
- **Study the development of the ideas.** Is the topic timely or important? Does the main idea seem reasonable? What types of support are provided—facts, statistics, or examples? Does the conclusion seem logical?
- **Check the voice and style of the writing.** Does the writer seem knowledgeable about the topic and interested in it? Are the ideas easy to follow?
- **Answer your annotations or side notes,** and make further annotations as needed.

Reflecting

Reflecting helps you fine-tune your thinking about the material. Writing about your reading is the best way to reflect on it. These are your goals during this step:

- **Summarize what you have learned.** What are the most important ideas in the text? (See Section 2.4.)
- **Explore your feelings about the reading.** Did the reading surprise you? Did it disappoint you? Did it answer your questions? How will you use what you learned? Does this new information change your thinking in any way? Explain.
- **Identify what questions you still have.** Then try to answer them.

Other Reading Processes

Two other reading processes—KWL and SQ3R—are variations on the prereading, reading, rereading, and reflecting process.

KWL

KWL stands for what I ***know***, what I ***want to know***, and what I ***learned***. Identifying what you know (K) and want to know (W) occurs during prereading. Identifying what you learned (L) occurs after your reading, rereading, and reflecting.

1. Write the topic of your reading at the top of your paper. Then divide the paper into three columns and label them **K**, **W**, and **L**.
2. In the **K** column, identify what you already know.
3. In the **W** column, identify the questions you want answered.
4. In the **L** column, note what you have learned.

Figure 2.2 shows part of a KWL chart that one student completed while reading an online article explaining the Electoral College. Using the KWL strategy helped the student focus his reading efforts.

Figure 2.2 KWL Chart

Topic: Electoral College

K	W	L
Identify what you **KNOW.**	Identify what you **WANT** to know.	List what you **LEARNED.**
• Not the same as the popular vote • Based on the votes in each state • Necessary to win the Electoral College vote to become president	• Why do we have the Electoral College? • How does it work? • Do the results of this vote ever differ from the popular vote?	• Created as a compromise between electing the president in Congress and electing the president by popular vote • 538 electors based on Congressional representation in Washington • Electors cast their votes, based on the popular election in their state • Yes: Tilden/Hayes (1876) Harrison/Cleveland (1888), Gore/Bush (2000), and Clinton/Trump (2017)

SQ3R

SQ3R is a more thorough reading process than KWL. The letters SQ3R stand for ***survey***, ***question***, ***read***, ***recite***, and ***review***.

Survey: When you survey, you skim the title, headings, graphics, and first and last paragraphs to get a general idea about the text.

Question: During this step, you ask questions that you hope the text will answer about the topic.

Read: While you do the reading, you take careful notes and reread challenging parts.

Recite: At the end of each page, section, or chapter, you should state out loud what you have learned. (This could involve answering the 5 W's and H—*who? what? when? where? why?* and *how?*) Reread as necessary.

Review: After reading, you study your notes, answer questions about the reading, and summarize the text.

2.2 Improving Vocabulary Skills

In the process of reading you may come across unfamiliar words. Academic readings, in particular, contain high-level words and technical terms related to specific fields of study. Instead of skimming these words, you can use a variety of tools to discover their meaning.

Using a Dictionary

The most basic way to understand a new word is to look up its meaning in a dictionary. Dictionaries are available in print and online formats, but you should make sure the one you choose is published by a reliable institution. Besides providing the spelling and definition of words, dictionaries include other features that can help you better understand the word and make it a permanent part of your memory (see **Figure 2.3**).

- **Pronunciation guides** break up words into parts and use symbols to explain how each part sounds. Accents show which syllables to stress. In addition, online dictionaries may include audio pronunciations.
- **Parts-of-speech abbreviations** tell how the word can be used in a sentence (*n.* for noun, *v.* for verb). Some words can be used as more than one part of speech.
- **Etymology** describes the history and language origins of a word.
- **Examples** show how the word is used in a sentence.
- **Inflected forms** show other forms of the word. For example, an inflected form of the word *spy* is *spies*, which is the plural form of the word.

Figure 2.3 Sample Dictionary Entry

Pronunciation guide — **augur** (AW-gur)

Definitions — *n.*
1. One of a group of ancient Roman religious officials who foretold events by observing and interpreting signs and omens.
2. A seer or prophet; a soothsayer

Example — An *augur* predicted a bountiful harvest season.

Part of speech — *v.*
1. To foretell something or to predict the future
2. To give a promise of

The closing of the community center seemed to *augur* the downturn of the neighborhood.

Etymology — ["Augur" comes from Latin and is related to the Latin verb "augēre," which means "to increase" and is the source of "augment," "auction," and "author."]

SPECIAL NOTE: Find a trustworthy print or online dictionary. Make sure you have access to it when you are completing a reading assignment.

Using Context

Another strategy for dealing with new words in your reading is to figure out what the words mean in context—or by looking for clues in the other words and ideas around them. In some cases, the **context clues** can be very easy to identify. In the following passage, the word "affiliates" is defined right after the word is mentioned (underlined).

> Broadcast networks can have as many *affiliates* as they want. Affiliates are stations that use network programming but are owned by companies other than the networks. No network, however, can have two affiliates in the same geographic broadcast area.

In other cases, you will need to study a text more carefully for context clues. In this passage, an antonym (opposite) suggested in the first part of a sentence (underlined) helps you understand the word "exemptions" in the second part.

> The French peasants slowly became aware of the contrasts between the taxes they had to bear and the *exemptions* enjoyed by the clergy and the nobility. When that discontent was later joined by the anger of the middle-class townspeople, the potential for revolution would exist.

Types of Context Clues

- **Cause-effect relationships**
  Since passengers not wearing seat belts are more likely to experience severe injuries during motor vehicle accidents, state officials made seat-belt use *mandatory*.
- **Definitions built into the text**
  Dr. Williams is an *anthropologist*, a person who scientifically studies the physical, social, and cultural development of humans.
- **Comparisons and contrasts**
  Lynn Dery lives in New York City, so she is used to a fast-paced lifestyle; Mandy Williams lives in the country, so she is used to a more *serene* lifestyle.
- **Words in a series**
  Spaghetti, lasagna, and *ziti* all have their own special shape.
- **Synonyms (words with the same meaning)**
  Hector's essay contains too many *banal*, overused phrases.
- **Antonyms (words with the opposite meaning)**
  Mrs. Wolfe still seemed strong and energetic after the storm, but Mr. Wolfe looked *haggard*.
- **The tone of the text**
  The street was filled with *bellicose* protesters who pushed and shoved their way through the crowd. The scene was no longer peaceful and calm, as the marchers promised it would be.

Understanding Word Parts

Roots, **prefixes**, and **suffixes** are different word parts. Many words in our language are made up of combinations of these parts. See **Appendix E** for a full list of word parts.

- **Roots** like *liber* (as in liberate) or *rupt* (as in interrupt) are the starting points for most words.
- **Prefixes** like *anti* (as in antibiotic) or *inter* (as in interrupt) are word parts that come before roots to form new words.
- **Suffixes** like *dom* (as in boredom) or *ate* (as in liberate) are word parts that come after roots to form new words.

Note the word *rearmament* in the following passage. You may already know the meaning of this word. If not, studying its parts can help you unlock its meaning.

> The huge road construction and public works programs [Hitler] began in 1934 absorbed a large portion of the pool of unemployed. With *rearmament*, the military was greatly enlarged, and munitions factories and their suppliers received government orders.

Word parts:

- *Re* is a prefix meaning "again."
- *Arm* is a root or base word meaning "equip or supply with weapons."
- The suffix *ment* basically means "act of."

Definition/explanation of *rearmament*:

- *Rearmament*, then, means "the act of arming again."

Practice 2.1 Answer the questions about key words in the following passage.

> The students were only in first grade, and Matos was **appalled** that they were already so **discouraged** about their futures, but he wasn't surprised. They were **undocumented immigrants**, brought to the United States by their parents.

1. Use a dictionary to define *appalled*.
   a. Thrilled
   b. Horrified
   c. Curious
2. Use word parts to define *discouraged*. (**Hint:** the prefix "dis" means *apart*; the root "cour" means *heart*; the suffix "age" means *state of.*)
   a. Losing heart or spirit
   b. Gaining heart or spirit
   c. Losing years or age
3. Use context clues from the passage to define *undocumented immigrants*.
   a. Hopeless citizens of the U.S.
   b. U.S. citizens without a social security number
   c. Noncitizens living in the U.S.

2.3 Understanding the Writing Process

When facing an extended writing assignment, a common question often comes to mind: How will I ever get this done? Even professional writers sometimes labor for the right answer. But have no fear. A writing project is much less challenging when you approach it as a process rather than as an end product.

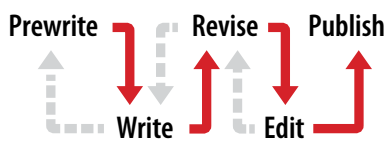
You cannot change a flat tire with one simple action. It takes a number of steps to get the job done right. The same goes for writing. If you expect to complete a paper in one general attempt, you (and your instructor) will be disappointed in the results. On the other hand, if you follow the writing process, you'll complete the job in the right way—one step at a time.

Always use the writing process when you are writing to share learning and when you are writing certain personal forms. You don't need to use it when you are simply writing to learn, such as note taking and freewriting. Here's a quick overview of the process.

Step	Activities
Prewriting	Start the process by selecting a topic to write about; collecting details about it; and finding a focus or thesis to direct your writing.
Writing	Then write your first draft, using your prewriting plan as a general guide. Writing a first draft allows you to connect your thoughts about a topic.
Revising	Carefully review your first draft and have a classmate read it as well. Change any parts that need to be clearer, and add missing information.
Editing	Edit your revised writing by checking for style, grammar, punctuation, and spelling errors.
Publishing	During the final step, prepare your writing to share with your instructor, your peers, or another audience.

Like the reading process, there can be forward and backward movement between the steps in the writing process (see Figure 2.4). For example, after writing a first draft, you may decide to collect more details about your topic, which is actually a prewriting activity. When using the writing process, you need to understand the following points.

Figure 2.4 The Writing Process



- **All the steps require some type of writing.** Prewriting (planning), revising, and editing are as much writing activities as composing the first draft is.
- **It is unlikely that the process will work the same for any two writing assignments.** For one assignment, you may struggle with gathering details. For another, you may have trouble starting the first draft. For still another, you may move from step to step with little difficulty.

- **No two writers develop their writing in the same way.** Some writers need to talk about their writing early on, while others would rather keep their ideas to themselves. Some writers need to step away from their writing at times to let their thoughts develop. Other writers can't stop until they produce a first draft. Your own writing personality will develop as you gain more writing experience.
- **The writing process won't make you a better writer unless you make a sincere effort to use it**. You wouldn't expect to play the piano just by reading about it—you must follow the instructions and practice. The same holds true for writing.

TEST-TAKING NOTE: When you respond to a writing prompt on a test, use a shortened form of the writing process. Spend a few minutes gathering and organizing your ideas; then write your response. Afterward, read what you have produced and quickly revise and edit it.

Prewriting

Prewriting is the first step in the writing process. In many ways, it is the most important step because it involves all of the decisions and planning that come before writing a first draft. If you plan well, you will be well prepared to work through the rest of the process. These are the basic prewriting tasks.

- **Study the assignment.** Use the **STRAP** strategy (see **Section 1.3**) to help you identify the main parts of the assignment.
- **Identify a meaningful writing idea.** Pick a specific topic that meets the requirements of the assignment and that truly interests you. Otherwise, you will have a hard time writing about it.
- **Collect plenty of details.** Explore your thoughts and feelings about the topic. Then gather additional information through observations or interviews or by reading about the topic. Look for details in a variety of sources, such as books, websites, and academic journals.
- **Establish a main idea.** Just as a photographer focuses the subject before taking a photograph, you must identify a special part or feeling about the topic before writing your first draft. This main idea is usually expressed in a thesis statement.
- **Choose a pattern of arrangement.** Decide what supporting details to include and how to organize them. Chapter 5 discusses different patterns of organization.
- **Organize your supporting details.** With a pattern of arrangement in mind, you can organize your evidence in one of three basic ways:

  - **Make a quick list of main points and support.**
  - **Create a topic or sentence outline**. Draft a more formal arrangement of main points and subpoints.
  - **Fill in a graphic organizer**. Arrange the main points and details in a chart or diagram. See **Section 1.5** for examples of graphic organizers.

Writing

Writing, or drafting, is the next step in the writing process. You have one important task during this step—to connect your thoughts and ideas about your topic in writing. Your first draft does not have to be perfectly worded; you just need something to work with. Here is a basic guide to drafting.

- **Strike while you're hot.** Write your first draft while your planning is still fresh in your mind.
- **Refer to your prewriting.** Use all of your planning and organizing as a basic writing guide. But also be open to new ideas as they come to mind.
- **Write as much as you can.** Keep writing until you get all of your ideas on paper or until you come to a natural stopping point. Concentrate on forming your ideas rather than on making everything correct.
- **Form a meaningful whole.** A meaningful whole for a paragraph means a topic sentence, multiple body sentences, and a closing sentence. For an essay, it means an opening paragraph (with a thesis statement), multiple middle paragraphs (with supporting details), and a closing paragraph.

Paragraph		Essay
Topic sentence	→	Opening paragraph (with thesis statement)
Body sentences	→	Middle paragraphs
Closing sentence	→	Closing paragraph

- **Pay special attention to each part.** All three parts—the opening, the middle, and the closing—play important roles in your writing. Give each part special attention.
  - The opening gets the reader's interest and states your thesis.
  - The middle supports your thesis with evidence (details).
  - The closing offers important final thoughts about the topic.
- **Look back to move forward.** Sometimes it helps to stop and reread what you have written to help you add new ideas.
- **Write naturally and honestly.** "Talk" to your readers, as if a group of classmates were gathered around you.
- **Remember, it's a draft.** A first draft is your first look at a developing writing idea. Don't worry about it being perfect. You will have plenty of opportunities to improve upon it later in the process.