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Writing to Read, Reading to Write

SECOND EDITION



**Mc
Graw
Hill**

Alison Kuehner



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Alison Kuehner

Ohlone College

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WRITING TO READ, READING TO WRITE

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About the Author

ALISON KUEHNER

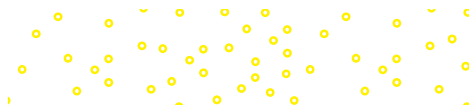
Alison Kuehner loves teaching students. She was fortunate to discover her passion for teaching during her senior year of college working as a peer tutor, where she enjoyed the challenge of helping fellow students effectively express their ideas in writing. After earning an undergraduate degree in English literature from the University of California, Berkeley, and a master's degree in literature from the University of Chicago, she became a teacher, earning an English credential through the Graduate School of Education at the University of California, Berkeley, and a master's in reading instruction at Cal State East Bay.



Courtesy of Andrew Brown

Although she enjoyed her time teaching middle school and high school students, Professor Kuehner is most inspired and energized by the diversity and potential of community college students. She has taught a range of courses at Ohlone College in Fremont, California, for thirty years, including literature and composition courses; developmental and reading and writing classes; and online, hybrid, and traditional classes. Over the years, she has honed her skills as a teacher, thanks to her students' feedback and advice, and her colleagues' willingness to share and collaborate.

When Professor Kuehner is not teaching, she enjoys reading, spending time with her family and friends, and riding her bike, swimming, and playing soccer. She is married to a physicist; they have two children. They live in the San Francisco Bay Area with two overweight cats.



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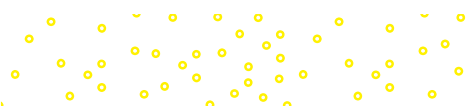
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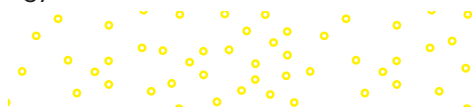
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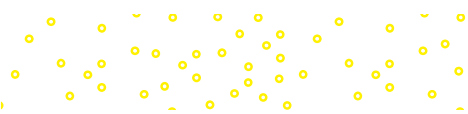
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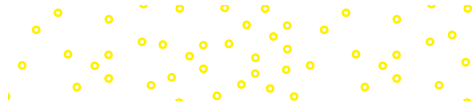
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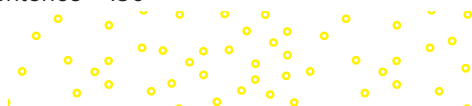
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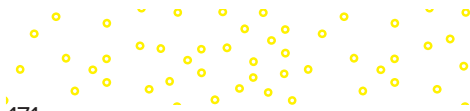
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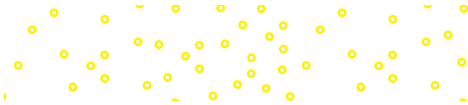
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- Reading:** “Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese-American Civilians” by President Ronald Reagan 499
- Reading:** “Ain’t I a Woman?” by Sojourner Truth 509
- Reading:** “The Gettysburg Address” by Abraham Lincoln 510
- 

A Note from the Author

Nationwide, composition programs have experienced profound shifts in the past years with a move toward including more students in transfer-level classes. In many states, including where I teach, legislation mandates that students who place below college level must have a path to complete a transfer-level composition course within one year. This shift has encouraged acceleration of the developmental sequence and a reimagining of strategies to teach first-year students, such as in corequisite classes, to ensure that all students will be successful at the transfer level. Even in states and at institutions without such mandates, composition courses have a greater diversity of students with a wider range of academic backgrounds and preparedness than ever before. Meeting the needs of all students, regardless of their prior academic achievement, requires intentional instruction and resources.

Well before the legislative mandate, my colleagues and I redesigned the English curriculum at our college in light of compelling research and evidence that students, regardless of their educational backgrounds or placement test scores, had a considerable capacity to achieve. We realized that if we set high standards while providing appropriate academic and motivational support, students typically labeled as “not college ready” as well as students on-level could succeed in rigorous classes. The time, effort, and thought that went into developing a new curriculum at my college is reflected in this brief rhetoric that may be used to educate the diversity of students in college-level composition as well as in the corequisites that will support them.

This approach within *Writing to Read, Reading to Write* enables students with varying levels of preparedness to meet the objectives of college-level composition courses is built on three key pillars:

1. **Building Skills in Reading, Writing, and Critical Thinking.** Reading, writing, and critical thinking are the foundation of students’ academic success. Strategies for tackling college-level materials are explained and demonstrated; students apply and practice these.
2. **Providing Scaffolding and Support.** Scaffolded lessons and activities develop students’ academic literacy skills in a logical progression, beginning with foundational coverage of reading and writing processes, moving through comprehension and summary to analysis, evaluation, synthesis, and research.

3. **Taking a Student-Centered Approach.** This means meeting students where they are, honoring their intellect, interests, and varied life experiences, and providing the guidance they need to succeed academically.

In short, *Writing to Read, Reading to Write* offers strategies drawn from years of experience teaching students at every level, enabling them to achieve college-level composition learning outcomes. The challenges of curriculum change are real; a tried and tested approach can transform students.

Alison Kuehner

Preface

Preface to the 2nd Edition

Writing to Read, Reading to Write presents **reading, writing, and critical thinking** as meaningful and complementary endeavors that form the foundation of students' academic success. Treating reading and writing as recursive processes, each chapter builds on these skills to help students at all levels achieve college-level writing. **Scaffolding and support** for these skills are embedded in every chapter in the form of guided practice and explicit instruction around strategies for successful first-year writing. This **student-centered approach** to the writing course is supported by a robust selection of digital assignments, assessments, and study tools in McGraw Hill Education's Connect Composition platform.

An Emphasis on Reading, Writing, and Critical Thinking

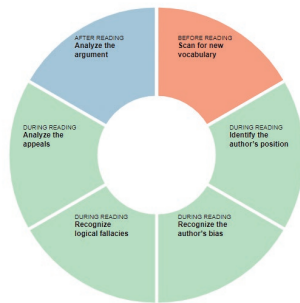
Recognizing that students often come to the composition course lacking the reading and critical-thinking skills necessary to produce college-level writing, *Writing to Read, Reading to Write* builds in support for developing these complementary and intertwined skills. With *Writing to Read, Reading to Write*, students will develop their reading, writing, and thinking skills in a logical progression, beginning with foundational coverage of reading and writing processes, and building up to the strategies and skills students will apply to their own academic work.

Reading

A focus on reading strategies, such as previewing, annotating, and summarizing, gives students who are underprepared for the first-year composition course, or in the corequisite support sections, a chance to practice those skills, and continually apply and build on them, as they embark on college-level work. For on-level students, these reading strategies reinforce best practices for engaging with challenging texts.

- **Annotated Reading selections** help students identify a reading's key elements, such as its thesis or claim, main points, support and evidence, and key vocabulary, providing much-needed support in academic reading skills, for students at all reading levels.
- **“Before Reading,” “During Reading,”** and **“After Reading”** exercises support each reading selection, enabling deep comprehension of the selections, necessary for students to produce thoughtful prose. Online in Connect these assignments can be completed in Power of Process, which prompts students to be active readers as they preview, annotate, and reflect on the readings in the text.

Analyze an Argument: Select Strategies



Annotation Legend

The annotations you add for the following strategies will appear in the highlight color below.

BEFORE READING: Scan for new vocabulary

DURING READING: Identify the author's position

DURING READING: Recognize logical fallacies

DURING READING: Analyze the appeals

How to Annotate: Use your cursor or finger to highlight text, and a comment icon will appear. Click on the comment icon to add your comment.

A Job Offer, a Skill Set, a Higher Tolerance? What Does College Provide?

By Kelley Sousa

Kelley Sousa's article titled "A Job Offer, a Skill Set, a Higher Tolerance? What Does College Provide?" was published on the website *WhichWayNC* in 2012. *WhichWayNC* is dedicated to publishing content about the changing political dynamics of North Carolina. Sousa's article is dedicated to publishing content about the changing political dynamics of North Carolina. Sousa's article is dedicated to publishing content about the changing political dynamics of North Carolina. Sousa's article is dedicated to publishing content about the changing political dynamics of North Carolina.

"I came to learn," the ideal student says, "I came to party," the h

"I'm doing it because everyone in my family has done it," the st

because no one in my family has done it," the student with noth

There does not necessarily need to be a universal purpose to c

"skills" so often associated with higher education imply such b

impossible to define the goal of an undergraduate degree.

- An **Anthology of Theme-Based Readings** offers 25 additional reading selections, allowing students to apply their reading, writing, and thinking skills to readings of their choice.
- **SmartBook 2.0**, found online in Connect, uses adaptive assessments to create a personalized reading experience customized to individual student needs.

RECOGNIZING AND AVOIDING PLAGIARISM

The word *plagiarism* comes from the Latin word *plagiarius*, which means "kidnapper." This word origin makes sense because *plagiarism* involves stealing another person's words or ideas. *Plagiarism* is a serious academic offense. Students who plagiarize may fail their assignment, fail their class, or even be expelled from college, depending on the extent of the plagiarism.

The best overall definition of *plagiarism* is

- using someone else's words or ideas without properly citing them.
- using someone else's exact words without making a footnote.
- using someone else's words or ideas without getting permission.
- using quotation marks around a paraphrase of what someone else said.

Need help? Review these concept resources.

Read About the Concept

Rate your confidence to submit your answer.

High

Medium

Low

Reading

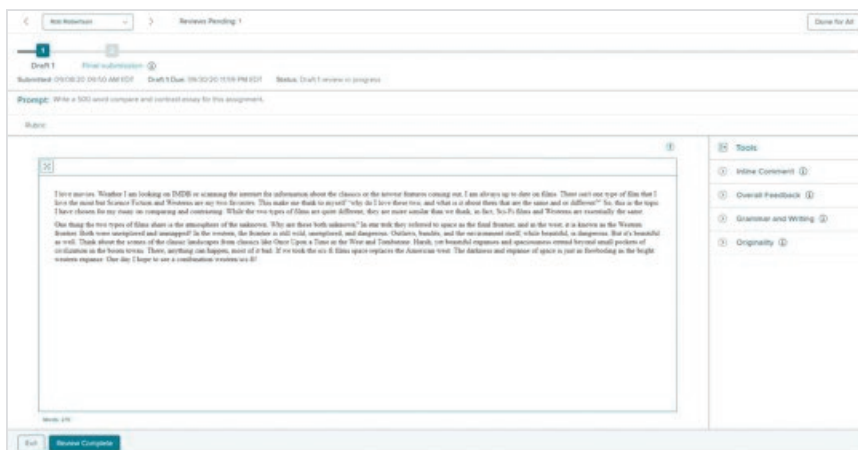
SmartBook continually adapts to pinpoint knowledge gaps and focus learning on concepts requiring additional study. It supports student engagement and helps students and instructors track progress in achieving reading and study goals.

- **Power of Process**, also in Connect, provides strategies that guide students in learning how to critically read a piece of writing or consider a text as a possible source for incorporation into their own work. After they progress through the strategies, responding to prompts by annotating and highlighting, students are encouraged to reflect on their processes and interaction with the text. In this way, Power of Process guides students to engage with texts closely and critically so that they develop awareness of their process decisions and ultimately begin to make those decisions consciously on their own—a hallmark of strategic, self-regulating readers and writers.
- **Instructors can choose from 100 readings** in the Power of Process reader or from *Writing to Read, Reading to Write*, or they can upload their own readings. In keeping with McGraw Hill’s commitment to equity, diversity, and inclusion, 50% of the readings in both the text and in Power of Process are written by Black, Indigenous, and People of Color (BIPOC) authors.

Writing

A process-oriented, recursive approach to writing supports students’ reading, writing, and learning, no matter their level upon entering the course. Students will learn how to use writing to call up background knowledge before reading or to reflect on a text after reading; they will write to generate and explore ideas, and to draft, edit, revise, and proofread their own college-level texts.

- At the end of each chapter, **Reading and Writing Activities** guide students through selecting a topic, prewriting, drafting, revising, editing, and proofreading to develop a complete piece of writing.
- **Pair and Share activities** are strategically placed throughout the reading and writing activities, offering peer-review opportunities at various stages of the writing process.
- Online in Connect’s **Writing Assignment Plus**, students benefit from just-in-time learning resources as they draft responses to writing prompts. The built-in



In Writing Assignment Plus, instructors can provide summative and directive feedback on students’ work. A customizable scoring guide provides assessment transparency to students, while allowing them to see why and how to improve.

grammar checker and originality detection alert students to issues before they submit their work and offer resources that direct them on how to correct errors within the context of their own writing, empowering them to achieve their writing goals.

- **Connect Composition** grants students four years of access to the complete *Connect Composition Handbook*, which features coverage of style, grammar, and mechanics, as well as up-to-date guidance on MLA and APA documentation styles. In Connect Composition, teachers can also assign a range of assessments, including quizzes and tests, that are tied to the handbook.

Critical Thinking

Each chapter is based on a thought-provoking question to encourage inquiry and critical thinking. Students will develop an academic mindset, critically reading, evaluating, and responding to texts of various kinds and alternating points of view.

- **A broad selection of readings** aligns with thoughtfully chosen themes that provide a structure for student learning and a foundation for understanding reading, writing, and research processes. By reading related articles, students have an opportunity to understand a topic in depth, and the text provides students with more material with which to draft their resulting work.
- **Engage with the Reading** questions following each reading selection prompt students to think critically about the text, explain complex passages, or respond to an author's arguments with their own ideas or analysis. The strategies they encounter through their engagement with other texts will build understanding of writing strategies and how they could apply to their own writing projects.

Scaffolding and Support for the First-Year Course

The structure of *Writing to Read, Reading to Write* has been carefully designed to guide students through a logical progression of skills, with each new topic building on the last.

- **Reading, writing, and thinking critically.** Part 1, Welcome to College Reading, Writing, and Thinking, introduces students to the right mindset for college success, foundational reading strategies, the nature of the writing process, and the fundamentals of an academic essay.
- **Focusing on academic reading and writing.** Employing skills from Part 1, in Part 2 critical academic writing skills are developed with a focus on single texts. Students will engage in important strategies, including summarizing the ideas of others, responding thoughtfully to texts, and critically evaluating texts.
- **Engaging with multiple texts.** Building on Parts 1 and 2, in the third section students deal with multiple texts, enhancing the essential elements of reading and writing by demonstrating how students can compare or synthesize different sources in an objective analysis or through critical evaluation, as well as how they can develop original arguments supported by various sources.

- **Conducting research and citing sources.** Part 4, Research and Documentation, guides students through the research process, including how to locate and evaluate sources, how to write an informative or argumentative academic research paper, and how to analyze and incorporate visuals.
- **Reading to expand perspectives and understanding.** Part 5, Anthology of Theme-Based Readings, is a collection of diverse views on themes students and their teachers may wish to read and write about. Readings are intentionally selected to spark critical and creative thinking and to inspire students' writing.

In addition to the logical structure of the text, further scaffolding is provided throughout.

- **Writing prompts** are offered at two levels, those that require students to meet the core objectives of the first-year writing course, and a selection of **Challenge Choice** prompts that require a bit more reading, researching, and thinking. Offering students additional options for completing the writing assignment empowers all students to succeed.
- For students who struggle with sentence-level clarity, or who are new to the expectations of college-level writing assignments, **Academic Style boxes** provide professional and student writing examples that model a range of writerly concerns related to academic prose, such as writing clear, concise sentences or integrating quotations, encouraging students to read as writers and to emulate strong writing.
- Reading, writing, and research skills are further supported by **Adaptive Learning Assignment**. Found in Connect, Adaptive Learning Assignment provides each student a personalized path to learning concepts instructors assign in their course. The assignments continually adapt to the individual, identifying knowledge gaps

Academic Style: Attribution

When you summarize or quote, you should identify the source of that information and convey why that source is reputable. In such cases, you can reference the person or organization by providing *attribution*. That is, along with the quote or summary, you identify the source of the information. You may also want to state the *credentials* of the source—that is, what makes the source qualified to address the topic.

Examples of Sentences Using Attribution

- The author of ten best-selling books on personal finance, *attribution* Suze Orman explains that “writing is hard work, not magic.”
- Research published in a peer-reviewed academic journal, *attribution* the *Journal of Adolescent Adult Literacy*, shows that most professional writers create multiple drafts.

and focusing on areas where remediation is needed. All adaptive content—including questions and integrated concept resources—is specifically targeted to, and directly aligned with, the individual learning objectives being assessed in the course.

A Student-Centered Approach

Throughout the chapters, students are reminded they are at the center of their learning and must actively participate to be successful as they read, write, think, and engage with assignments. By offering varied approaches to writing projects and a range of reading selections, this program meets students where they are, encourages them to adopt a college mindset, and to achieve the goals of the course.

The New Three Rs: Relevant, Representative, and Reflective

While reading, writing, and critical thinking encapsulate the academic mindset of the book, engaging students with relevant topics, representative readings, and opportunities for reflection is at the heart of the text.

- **Relevant.** Themes and readings were chosen for their potential to connect to students' lives. Throughout the text, students are encouraged to understand how academic topics and research connect to the larger world or to the communities around them, as well as to their own lived experiences.
- **Representative.** Featured professional authors and student writers represent the variety of experiences and backgrounds of today's students, including second-language learners, writers of color, and first-generation college students.
- **Reflective.** Chapters present diverse views on a chosen theme, prompting students to question texts, discover new perspectives, and draw their own conclusions.

Spotlights on Student Writing

One chapter at the conclusion of each section profiles real college students and showcases their written work. This **Spotlight on Student Writing** feature gives students

FIGURE 3 One Student's Second Draft

Writing is a Tool (Revising version), by Jane Nguyen. Used with permission.

To be honest, writing has never been interesting to me; when I was young, 1
 I always ~~catch~~^{caught} myself talking more than putting ~~things~~^{words} down on the paper.
 I had energy to ran around, but had none to sit down and write. Later on in
 life, I figured that writing had a lot of benefits. I was able to organize my
 thoughts, think more careful before making something happen, and most impor-
 tantly, I was able to express myself.

After my last year in middle school, I realized I should find a better 2
 way to keep my ~~thinking~~^{ideas} together. ~~Since then~~, I started to write, a lot.
~~Of course~~, At first, it was just for fun purposes. I wrote songs when I feel
 like my crush turned his head and looked at my direction. I wrote down ~~some~~^{my}
 crazy dreams ~~in the morning~~ after I woke up, because I thought that one day
 I ~~can~~^{could} publish them; ~~but~~ turned out, those dreams were from a movie I saw
 before bed last night. I wrote down my mom's grocery list and put it in her purse

an opportunity to practice the skills they gained in the previous chapters in a more holistic fashion, and by using actual student work. Students will have additional opportunities for reading and annotating a variety of student papers to analyze the writing, practice peer review, and apply annotation and evaluation strategies to improve their own writing. Perhaps most importantly, in these Spotlight sections, students will find inspiration in the writing of their fellow student writers.

Accessible e-Book and Online Resources

The 2nd edition of *Writing to Read, Reading to Write* offers an improved reading experience for all learners. Enhancements include improved e-book functionality for viewing annotated readings and editing marks, and assignments in Connect that are WCAG compliant.

At McGraw Hill Higher Education, our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences, grounded in research. We are committed to creating universally accessible products that unlock the full potential of each learner, including individuals with disabilities.

What's New in the Second Edition

Eight new chapters with an emphasis on academic literacy skills such as

- Spotlight on Student Writing: Literacy Narrative
- Writing Summaries
- Critically Evaluating Texts
- Rhetorical Analysis
- Comparing Texts
- Synthesizing Texts
- Reading Visuals
- MLA and APA Documentation

Six new chapter themes focused on contemporary issues such as

- How Can We Help People Who Are Unhoused?
- When Should Americans Be Involved in Foreign Conflicts?
- Should We Support a Universal Basic Income?
- How Does Climate Change Affect Inequity?
- How Free Is Speech on Campus?
- What Is Real News and What Is Fake News?

Twenty-five additional readings tied to new themes in the Part 5 anthology including

- What Barriers Do College Students Face?
- How Can We Help People Who Are Unhoused?

- What Makes Life Meaningful?
- America: Land of the Free?
- What Makes a Persuasive Argument?

An alternative Table of Contents aligns all of the readings with the essay types represented in the text, including a variety of writing genres, such as speeches, research papers, rhetorical analyses, and works of literature and a focus on equity and inclusion:

- More than 50% of the readings are by BIPOC authors.
- Liberal and conservative viewpoints are represented throughout.
- Language has been professionally reviewed for sensitivity and acceptance.

More examples and greater variety of student writing include

Published Student Writing

- “To Sleep or Not to Sleep, That Is the Question” by Courtney Roberts
- “A College Lecture on Confederate Statues Made Me Realize I’m Squelching Free Speech on Campus” by Kevin Weis
- “Academia, Love Me Back” by Tiffany Martinez
- “3 Approaches for Confronting Microaggressions” by Tyrone Fleurizard

Model Papers

- “Writing Is a Tool” by Jane Nguyen (first and second drafts and final paper copy)
- “The Good, the Bad, and the Math” by Alejandra Jimenez
- “Involuntary Resignation” by Veronica Alvarez
- “What Makes One Happy?” by Michelle Asadulla
- “Money, Friends, Purpose, and Happiness” by Kristen Chen
- “The Two-Way Correlation Between Sleep Disturbances and Dementia” by Xiaoyan Huo
- “Segmented Sleep: Nature vs. Nurture” by Renee Burke
- “Taking Refuge: Climate Migration in the United States” by Jamie Ferrante (a draft and final paper copy)

Features to support academic literacy include

- Academic Style boxes in each chapter
- Annotated Reading Selections
- Coverage of formatting and citation that reflects the latest guidelines published in the *MLA Handbook*, 9th edition, and the *Publication Manual of the American Psychological Association*, 7th edition

Support for Instructors

Annotated Instructor's Edition

Alison Kuehner created the annotations in the *Writing to Read, Reading to Write* Annotated Instructor's Edition to share her course-proven in-class activities and teaching tips. Marginal notes also alert instructors to handouts and resources, as well as Power of Process and Adaptive Learning Assignments in the *Writing to Read, Reading to Write* Connect course.

Instructor's Manual

Today's first-year composition course, and the corequisite support course, requires new ways of teaching. The Instructor's Manual for *Writing to Read, Reading to Write* includes three parts:

1. Using *Writing to Read, Reading to Write* in first-year composition. Includes areas of integration, sequencing, additional essay prompts, and sample syllabi.
2. Using *Writing to Read, Reading to Write* in corequisite courses. Includes a general framework for teaching first-year composition with a corequisite support course, as developed by a board of instructors teaching corequisites around the country.
3. Corequisite Board of Advisor recommendations. McGraw Hill Education partnered with a team of thirteen instructors at the forefront of corequisite education today to develop a list of recommendations for instructors and institutions launching their own corequisite programs.

Additional Resources

These additional teaching resources are downloadable from the Online Learning Center. Please contact your local McGraw Hill representative for the username and password to access these resources.

- Pacing Guides for activities in a composition course and a composition course with a corequisite class. These charts provide a suggested pacing guide for introducing and teaching the primary activities in each chapter. Instructor-led activities are typically introduced by the teacher in class. Group practice is a chance for students—in pairs, in small groups, or as a class—to engage in an activity. Independent work can be accomplished by students during class time or at home.
- Topical PowerPoint presentations. The topical organization of fifteen chapter PowerPoints allows for maximum flexibility across traditional composition sections and support courses. All PowerPoint presentations are fully accessible.
- Preformatted readings for Power of Process. Each reading in *Writing to Read, Reading to Write* is available to be uploaded to accompany a Power of Process assignment.

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Writing may seem like a solitary act, but it is not. So many people have helped me along the way to creating this book. My initial thanks goes to Team JAM: Jennifer Hurley and Meghan Swanson-Groupa, the J and M in our triad, who ventured forth with me to revise the English curriculum. I am forever indebted to Katie Hern, Summer Serpas, and the many amazing folks involved in the California Acceleration Project, especially Guillermo Colls, Andrew Kranzman, and Julia Raybould-Rodgers, my fellow honey badgers in crime, who inspired me to be a better teacher. My long-time colleague Bruce Bennet, who read early drafts, and faithful friend, Thea Johnson, never stopped believing that a textbook could come from my class handouts.

My thanks to the many reviewers who provided insightful comments and excellent suggestions on drafts of the book: Emory Abbott, *Georgia State University*; Kelly Anthony, *Ozarks Technical Community College*; Joni Cay Appleton, *Missouri State University*; Nolan Belk, *Wilkes Community College*; A. Beshears, *Murray State College*; Sarah S. Bruton, *Fayetteville Technical Community College*; Karen Campbell, *Grayson College*; Kenneth Chacón, *Fresno City College*; Kathleen Chrismon, *Northeastern Oklahoma A&M College*; Sharon Cline, *Youngstown State University*; Jane Cowden, *Ozarks Technical Community College*; Howard Cox, *Angelina College*; Jenny Crisp, *Dalton State College*; Linsey Cuti, *Kankakee Community College*; Dewayne Dickens, *Tulsa Community College*; Steven Dooner, *Quincy College*; Helen Doss, *City Colleges of Chicago*; Ellen Dugan-Barrette, *Brescia University*; Juanita Eagleson, *University of the District of Columbia Community College*; Rodger Eidson, *Georgia Perimeter College*; Ruth Engel, *Tarrant County College*; Sarah Fish, *Collin College*; Gabrielle Fletcher, *North Central Texas College*; Dane K. Galloway, *Ozarks Technical Community College*; Kimberly George, *Temple College*; Alexandra Graham, *Missouri State University*; Karen Holley-McKinney, *Georgia Perimeter College*; Andrew Howard, *University of the District of Columbia Community College*; Steve Kaczmarek, *Columbus State Community College*; Laurel Kornhiser, *Quincy College*; April Lawson, *Mississippi Gulf Coast Community College*; Marianne Layer, *Grayson College*; Dina Levitre, *Community College of Rhode Island*; Paul Long, *Baltimore City Community College*; Heather Mashburn, *Georgia Piedmont Technical College*; Brook Mayo, *Asheville Buncombe Technical Community College*; Jeannine Morgan, *St Johns River State College*; Reyna Muñoz, *El Paso Community College*; Jeff Newberry, *Abraham Baldwin Agricultural College*; Katie Pagan, *Brescia University*; John Pleimann, *Jefferson College*; Cassandra Powell, *City Colleges of Chicago*; Melodie Provencher, *Youngstown State University*; Brian L. Reeves, *Lone Star College*; Stacey Santoro-Murphy, *Joliet Junior College*; Lynne D. Schneider, *Alabama State University*; Sam Sonnier, *Blue Ridge Community College*; Kirk Swenson, *Georgia Perimeter College*; Donna Knepper Taylor, *Arizona Western College*; Marlea Trevino, *Grayson College*; Roy Turner, *Lone Star College*; Jeanne Urie, *Tulsa Community College*; Danielle Wagner, *North Central Texas College*; Charles Warnberg, *Brookhaven College*; Jeana West, *Murray State College*; Wei Yan, *Saint Louis Community College*.

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Thank you, thank you, to my amazing team at McGraw Hill, for supporting a second edition, and for making it a much-improved text. This includes Erin Cosyn, for her guidance through the revising process and for making thoughtful contributions to the text; Cara Labell, for her consistently positive support and good ideas; Carrie Burger, for her wonderful efficiency in securing readings; Carey Lange, for her keen editing eye; and especially Elizabeth Murphy, for being a true collaborator in shaping this second edition. It has been rewarding to work with you all.

PART ONE

Welcome to College Reading, Writing, and Thinking

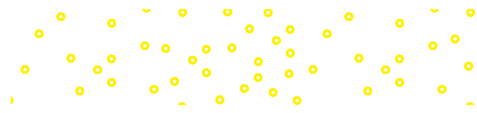
- 1 Introduction to College Reading, Writing, and Thinking
- 2 Active Reading
- 3 The Writing Process

Spotlight on Student Writing Process:
Literacy Narrative

- 4 The Writing Product

Spotlight on Student Writing: Response Essay

CHAPTER 1



Introduction to College Reading, Writing, and Thinking

After reading this chapter, you will be able to

- Identify strategies for college reading, writing, and learning.
- Recognize key factors in succeeding in college.
- Read and write about students' mindsets.
- Develop a critical-thinking mindset.

Theme: How to Develop a Successful College Mindset?

Having the right mindset is crucial to college success. Successful students also have strategies for approaching their reading and writing assignments. They are motivated and interested in studying and actively engage in learning. This chapter considers the kinds of reading and writing expected in college and identifies strategies and attitudes to help you succeed.

IDENTIFYING STRATEGIES FOR SUCCESS

The illustration shown in Figure 1.1 represents what it takes to be successful. In the image, the iceberg represents success itself. Above the waterline is what people see, such as a successful person. Below the waterline is what people do not see, such as the characteristics that make people successful. Before reading further, stop and think:

- How does each characteristic below the waterline help create success?
- Why is the illustration titled “The Iceberg Illusion”?

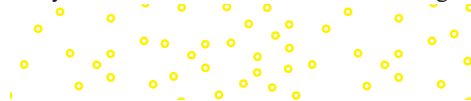


FIGURE 1.1 The Iceberg Illusion

Sylvia Duckworth. Used with permission.



In this chapter, you will read about what it takes to be successful in college. For instance, persisting when reading, working hard when writing, and being dedicated to a college education are hallmarks of successful college students. College students develop good study habits. Moreover, most successful college students are not daunted by failure or disappointment; they are willing to make sacrifices to prioritize their learning. As you read through the chapter, think about how the images in this illustration reveal the “hidden” characteristics of success.

The survey shown in Figure 1.2 identifies strategies you may already be using—or could be using—for reading, writing, and learning. Taking this assessment will help you pinpoint areas of strength and areas for improvement.

Identify how frequently you use the reading, writing, and learning strategies listed in Figure 1.2 by circling the number that best represents how often you engage in each activity. Respond honestly: there are no right or wrong answers. Then complete the activities that follow the survey.

FIGURE 1.2 College Reading, Writing, and Learning Survey

College Reading: How Often Do You Do the Following When You Read?					
	Never	Rarely	Sometimes	Often	Always
1. Preview the reading by looking at the title and introductory material.	1	2	3	4	5
2. Understand why I am reading the assigned material.	1	2	3	4	5
3. Read and reread the material.	1	2	3	4	5
4. Realize when I understand what I have read and when I do not.	1	2	3	4	5
5. Make notes in the margins or highlight the text when I read.	1	2	3	4	5
6. Ask questions before, during, and after reading.	1	2	3	4	5
7. Pause periodically to summarize or to restate in my own words what I've just read.	1	2	3	4	5
8. Identify the main ideas and examples in the reading.	1	2	3	4	5
9. Look up unfamiliar words and understand how they are used in the reading.	1	2	3	4	5
10. Discuss the reading with other students or the instructor.	1	2	3	4	5
College Writing: How Often Do You Do the Following When You Write?					
11. Understand the purpose of a writing assignment.	1	2	3	4	5
12. Brainstorm or prewrite to get ideas before writing.	1	2	3	4	5
13. Write with my audience in mind.	1	2	3	4	5
14. Write several drafts of a paper.	1	2	3	4	5
15. Reread my writing to check that it has a clear thesis and is logically organized.	1	2	3	4	5

continued

	Never	Rarely	Sometimes	Often	Always
16. Reread my writing to check that sentences are clearly and correctly written.	1	2	3	4	5
17. Ask the instructor or a tutor to read my draft and give me feedback.	1	2	3	4	5
18. Start working on my writing as soon as I get an assignment.	1	2	3	4	5
College Learning: How Often Do You Do the Following When You Learn?					
19. Keep trying to learn even if I have a setback or failure.	1	2	3	4	5
20. Work as long and as hard as I need to do well.	1	2	3	4	5
21. Accept challenging assignments.	1	2	3	4	5
22. Work with classmates to understand the assigned material.	1	2	3	4	5
23. Get help from others when I need it.	1	2	3	4	5
24. Reflect on what I am learning and how it applies to me or my life.	1	2	3	4	5

College Reading, Writing, and Learning Survey Scores

1. Add up the numbers you circled in each category in Figure 1.2—reading, writing, and learning. Write down the total for each. Then, using the score for each category, check the following assessments to determine where your strengths lie and where you can improve.

College Reading Scores Assessment

- 50–40 You use many strategies that can benefit your reading. Reading is an area of strength for you.
- 39–30 You sometimes use effective reading strategies but could learn more strategies and apply them more often. Reading is an area of some strengths and some room for improvement.
- 29–10 You would benefit from learning more reading strategies and using them regularly. Reading is clearly an area to improve.

continued

College Writing Scores Assessment

- 40–32 You use many strategies that can benefit your writing. Writing is an area of strength for you.
- 31–24 You sometimes use effective writing strategies but could learn more strategies and apply them more often. Writing is an area of some strengths and some room for improvement.
- 23–8 You would benefit from learning more writing strategies and using them regularly. Writing is clearly an area to improve.

College Learning Scores Assessment

- 30–24 You have an effective attitude toward learning. This is an area of strength.
 - 23–18 You sometimes have an effective attitude toward learning but could learn more about effective ways to learn. This is an area of some strengths and some room for improvement.
 - 17–6 You would benefit from changing your attitude toward learning. This is clearly an area to improve.
2. Using your answers to question 1, identify the areas you most need to improve in reading, writing, and learning for college.
 3. Review the places in the survey where you circled 1 or 2. Write down the strategy associated with that score. As you read through this textbook, take notes on what that strategy involves and why, how, and when you should use it. If you did not circle 1 or 2, consider looking at places you marked as 3.

RECOGNIZING KEY FACTORS FOR SUCCEEDING IN COLLEGE

Why are some students more successful in college than others? It would be nice if we could simply say, if you just study every day for ten hours or if you eat healthy snacks while you read, you will succeed. Unfortunately—or maybe fortunately—life is more complicated than that. Many factors contribute to college success, including your

- Approach to college reading.
- Approach to college writing.
- Motivation and interest (short- and long-term goals).
- Beliefs about learning.

College Reading: Sinking In

Look at Figure 1.3 and consider: *What do you like to read, and why?* You may read for a variety of reasons: personal, emotional, intellectual, and practical. Reading is a way of discovering new ideas, sharing information, and getting in touch with others. Reading can be a source of knowledge and of personal pleasure.

FIGURE 1.3 Reading and Writing—Content and Purpose

What We Read and Write: Content	Why We Read and Write: Purpose
<ul style="list-style-type: none"> • Tweets, blogs, texts, Instagram posts, or other social media postings • Magazines, school newspaper, local newspaper, informational Internet sites • Novels, graphic novels, manga, poems, songs • Bible, Koran, Torah, religious texts • Books about hobbies, manuals, lists 	<ul style="list-style-type: none"> • Interact socially with friends, family, or interest groups. • Learn about community, neighborhood, school, or the wider world. • Understand human feelings, experience different times and places, escape reality, or let imagination soar. • Think deeply about values and morality. • Gain practical advice or help.

Much of what students learn in school is communicated through reading—through textbooks, articles, and scholarly publications. Reading, along with writing, is the means by which people interact, share concepts and knowledge, communicate ideas and information, and test theories and evidence.

Your college courses will involve reading various kinds of **texts**—printed or written documents such as textbooks and other books, articles, essays, and websites that you will read and study. There is no *one* way to read these different texts; however, knowing which reading approaches work well for the assigned reading, the course expectations, and your own abilities can help you get the most from your reading. Successful college students read to understand rather than to memorize information. They do not just run their eyes over the page and cram for the test. Instead, they work hard to understand what they read by checking their comprehension as they go along.

In one study of students in an introductory accounting course, the academically successful students had a reading approach the researchers termed **sinking in**. That is, these students took time to *sink into* the material, which means they

- Read slowly and concentrated on the text.
- Took notes while reading.
- Highlighted important topics and main ideas.
- Reread difficult passages.
- Reviewed previous chapters or their class notes while reading.
- Persisted in their reading even when the material was difficult.
- Asked for help when they needed it.

In contrast, the students who did not do well in the class read quickly and superficially, or **skimmed**, just to get the reading done. They were more likely to skip over difficult information or tell themselves that they would come back to the reading later and review it more carefully. They rarely did. In contrast, the successful students did not wait to clear up their confusion; they dealt with it right away.

To sum up: Successful college students read with the intent to learn. They persist if the reading is difficult and immediately try various strategies for resolving confusion.

College Writing: Giving It Time and Effort

Look at Figure 1.3 again and consider: *What do you write, and why?* Just as you read for a variety of purposes, you may write for many reasons: personal, emotional, intellectual, and practical. Like reading, writing is a way of sharing information, getting in touch with others, and discovering new ideas.

In college, students write often. They may take notes during class or as they read. Students might be required to compose papers, respond to short-answer test questions, or write essay exams. Just as it is important to be an effective reader, it is important to be a skillful writer. So, what makes for strong writing in college?

College professors value the complexity of ideas and intellectual risk taking. That means your professors will expect more than grammatically correct sentences: they will expect you to read carefully, apply **critical thinking** by actively questioning arguments and assessing evidence, and express your thoughts clearly. In addition, to produce an academic paper, you may need to

- Conduct research on a topic.
- Use information from class readings and lectures.
- **Analyze** (break down into parts to understand the whole).
- **Evaluate** (determine the value or significance).
- **Synthesize** (combine different ideas into a new whole).

The advice “Don’t wait until the night before it is due to write your paper” certainly applies in college. Why? Effective writing takes time and effort. As a strategic student and writer, you will want to go through the stages of the writing process. You will need to

- Spend time before you write to read and reread class materials.
- Take notes on your reading.
- **Brainstorm** (discuss informally with others) or **freewrite** (write continuously without regard to grammar and spelling errors) to generate a lot of ideas quickly.
- Make an **outline**, or a writing plan, to prepare to write.
- Compose a first **draft** (an initial version of your paper).
- Revise your first draft, often several times.
- Ask someone else to read your drafts or reread your paper yourself.
- Check over your work before turning it in.

One college professor advises first-year students to think of writing as a skill that they are learning—like painting a picture, driving a car, or playing baseball. As a student, you must practice that skill to improve. The more you practice your writing, the better your writing will get. Figure 1.4 summarizes the key strategies for successful college reading and writing.

FIGURE 1.4 Strategies for College Readers and Writers

For both reading and writing, practice and persistence are the keys to success.

College Reading	College Writing
Sink In <ul style="list-style-type: none"> • Read critically • Actively engage with text 	Invest Time and Effort <ul style="list-style-type: none"> • Think critically • Express thoughts clearly
Some Reading Strategies <ul style="list-style-type: none"> • Preview • Take notes • Reread • Review • Self-test • Check vocabulary and comprehension 	Some Writing Strategies <ul style="list-style-type: none"> • Brainstorm or freewrite • Outline or plan • Draft • Reread and rewrite • Edit sentences • Proofread for errors

Motivation and Interest

Students' motivation to learn and interest in learning are fundamental to success. Consider the experience of Andrew Paine, who dropped out of college after two years of partying with his friends and getting poor grades. Looking back, he observes, "I didn't know what direction I was going in. There wasn't really a light at the end of the tunnel" (qtd. in Shea). (Note: Throughout the text you will see information in parentheses—usually, the author's last name and sometimes additional information, as in the preceding sentence. This information indicates the source of the quotation used in the sentence. Turn to the list of works cited at the end of the chapter for more information on the source.)

If people do not know why they are in college (if they lack concrete short- and long-term academic goals) or if they are going to school to please their parents or because all their friends are going, they may not be genuinely interested in attending class or studying. Under any of these circumstances, they may not do well in college.

Successful students are typically those who have a goal: they know what they want to study, or they have a career path in mind. Other successful students are motivated simply by their desire to learn or by their enjoyment of intellectual pursuits. Prospective students need to ask themselves whether they truly want to be in college. They should be able to give clear and heartfelt reasons for their choice. People who find that they do not really want to be in college might think about what other productive activity they would prefer to do instead, at least until they feel ready to take on college work.

Andrew Paine, for instance, spent time away from college, until he discovered that he was interested in environmental science. When he was ready, he returned to college, explaining that his time away from studying helped him sort