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LEARNING OUTCOMES

After studying this module you should be able to:

- 1 Answer the Question “What’s the Point of Developing a Reading/Writing Strategy?”
- 2 Develop a Reading/Writing Strategy
- 3 Apply the Reading/Writing Strategy: Before, During, and After Reading
- 4 Apply the Reading/Writing Strategy: After Reading, Write a Draft
- 5 Apply the Reading/Writing Strategy: After Writing, Review, Revise, and Proofread Your Draft

Develop a Reading/Writing Strategy

When we tap into the power of the reading/writing cycle as an exchange of information, we build both our knowledge and our communication skills.



What's the point of developing a reading/Writing strategy?



Written language allows an exchange of ideas between a writer and a reader. An effective writer makes every effort to make ideas clear so the reader can understand and respond to them. Likewise, an effective reader makes every effort to understand and respond to the ideas of the writer. As two equal parts of the communication process, writing and reading are essential to your success in your everyday life, your college life, and your work life.

Photographic Organizer: Develop a Reading/Writing Strategy

Before you study this chapter, predict the importance of developing a reading/writing strategy. For each of the photographs below, write a caption that identifies the reading/writing situation as everyday life, college life, and work life. Also, predict the type of reading and writing required for each situation. Finally, state the point of developing a reading/writing strategy.



College life—reading and writing about course material



Work life—reading and writing reports, memos, and e-mails



Everyday life—reading and writing mail about bills and other personal matters

What's the point of developing a reading/writing strategy?

Developing a reading/writing strategy increases comprehension and strengthens writing skills in everyday life, college life, and work life.

What's the Point?: One Student's Response

The following paragraph is one student's response to the question "What's the point of developing a reading/writing strategy?"

Having a strategy will make it easier to read and write in any situation. For example, in college, one of the main ways you learn is by reading, taking notes, and then writing papers, reports, and exams. I am studying business so I can start my own fitness company. Running a business means you have to read and write legal documents. And in everyday life, reading and writing can be a real strength. For example, my phone company overcharged me on my cell phone bill. I had to read the company's complaint policy guidelines to write an e-mail to get my bill corrected.

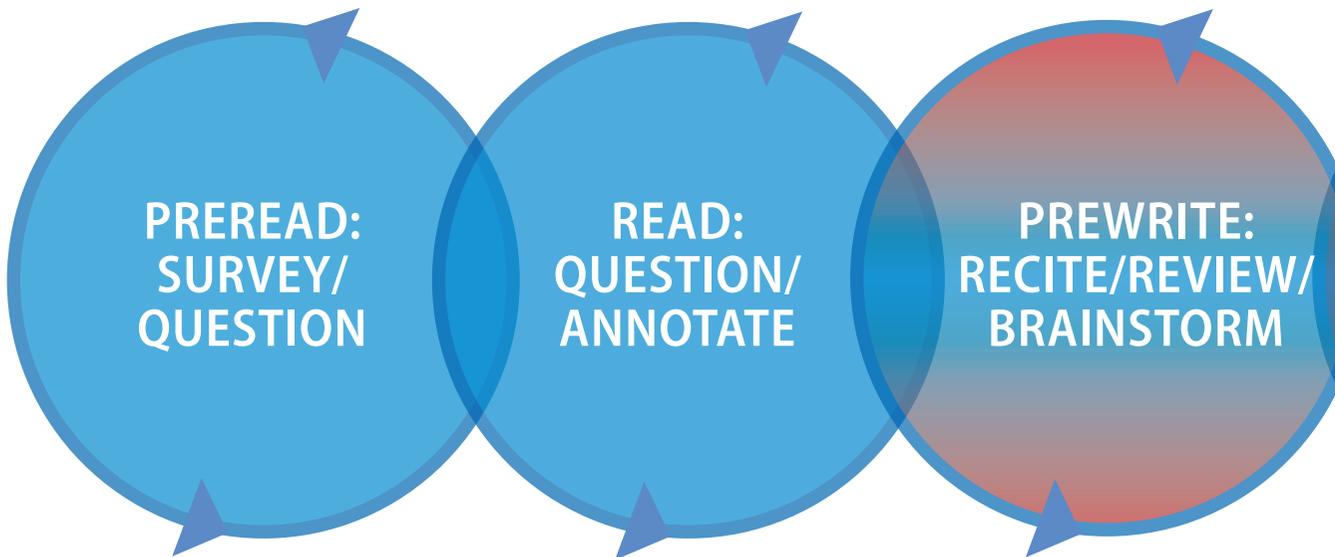
L2 develop a reading/Writing strategy

Often, we find it necessary to read something and then respond to it in writing. This creates a reading/writing situation. A **reading/writing situation** occurs when a person reads text and responds in writing to what was read. For example, in everyday life, we read and respond to e-mails, letters to editors, or postings on blogs or social networks. In college life, we read textbooks and articles, along with a wide variety of other material across the curriculum. Then, we respond to what we have read by composing essays and reports. In working life, we read and respond in writing to e-mails, memos, reports, training materials, company policies, and other reading material.

A **reading/writing situation** occurs when a person reads text and responds in writing to what was read.

As we learned in Module 1, reading and writing are closely related and use similar thinking processes. By coordinating these two types of processes, you can improve both your reading and your writing. A **reading/writing strategy** is a series of

A Reading/Writing Strategy



Preread: Survey/Question

- Create questions based on a survey of titles, headings, bold/italic terms, and visuals.

Ask:

- What is my prior knowledge of this topic?
- What is my purpose for reading?
- Who is the intended audience?

Read: Question/Annotate

- Continue to ask/record questions.
- Underline main ideas.
- Circle new or key words.
- Highlight key supporting details.
- Restate ideas out loud.

Ask:

- What prior knowledge can I use to make inferences about the text's meaning?
- What evidence allows me to make those inferences?

Prewrite: Recite/Review/Brainstorm

List, cluster, or outline topics based on your survey; leave room to fill in details during reading. Record predicted answers.

- Freewrite to analyze prior knowledge, purpose for reading, and audience.
- Freewrite a first response to the text.
- Take notes/Recite ideas: Record main ideas in your own words.
- Add supporting details from the reading to the list, cluster, or outline of key topics.
- Brainstorm/list topics from the reading to respond to in writing.
- Identify the intended audience of your writing.
- Compose an outline of ideas for your written response.

steps that coordinates the reading process with the writing process to help you comprehend and respond to text. The following graphic offers a reading/writing strategy.

Your purpose in any reading/writing situation is to respond to what you are reading. Your response may vary. At times, you may only restate or summarize the writer's main point. At other times, you may analyze the writer's logic or expressions, agree or disagree with particular points, or explore your own treatment of the particular topic. The close relationship and similarities between reading and writing can be developed into a reading/writing strategy that you can use in your everyday life, college life, and work life.

A **reading/writing strategy** is a series of steps that coordinates the reading process with the writing process to comprehend and respond to text.



Draft

- Read your annotated text.
- Freewrite a response based on the completed list, cluster, or outline of key topics and details.
- Compose a thesis statement for your response.
- Compose an introduction, body, and conclusion of your response to the reading.

Review and Revise Your Draft

- Review your draft for clear use of wording, details, and organization.
- Annotate your draft with needed revisions.
- Rewrite your draft based on your review and annotations.

Proofread

- Reread your draft to identify/correct errors.
- Annotate your draft with needed corrections.
- Create and publish a polished draft.

3 apply the reading/Writing strategy: Before, during, and after reading

Before Reading/Writing: Survey and Ask Questions



Before reading strategies are vital steps to take as your prewriting process in any reading/writing situation. Survey the passage and form questions that will prompt written responses from you. Answer these questions during and after reading.

preread to survey

Quickly look over, or skim, the reading to activate prior knowledge and clarify your purpose for reading and writing. As you skim, note the special features of the text that highlight the writer’s key points: key terms in *italic* and **bold** type, titles and headings, pictures and graphs, introductions, conclusions, summaries, and, in textbooks, end-of-chapter questions.

Question

To aid in comprehension and to prewrite your response, ask questions before you read. Turn the key features of the text into questions. Use the reporter’s questions—*who, what, when, where, why, and how*—to turn key terms and headings into questions. Use reflective questions to activate prior knowledge and track any changes in your own views as you read.

The following thinking guide can help you preread, survey, and question as a reading/writing strategy.



Step by Step: Survey and Question

Survey a reading passage to find out how it is organized and what it is going to talk about or teach you by creating questions based on the following text features: *Italics*, **Bold type**, Titles, Introduction, Headings, Pictures, and Graphics. Read the first paragraph, summaries, and questions.

Ask questions before you read as a prewriting step for your written response. First, record your questions based on text features to be answered during and after reading.

Ask questions based on the text features:

What is the passage about?

How is the material organized?

What do I already know about this idea? (What is my prior knowledge?)

What is my purpose for reading/writing?

What points may I want to address or include in my written response?

Example: Apply the Reading/Writing Strategy

Assume you are taking a college course in sociology, and the following section from the textbook is part of your required reading for the week. Begin the process of understanding and responding to the ideas. Use the “Step by Step: Survey and Question” thinking guide.

68 *Sociology: A Down-To-Earth Approach*

Socialization into the Self and Mind

When you were born, you had no ideas. You didn't know that you were a son or daughter. You didn't even know that you were a he or she. How did you develop a self, your image of who you are? How did you develop your ability to reason? Let's find out.

Cooley and the Looking-Glass Self

About a hundred years ago, Charles Horton Cooley (1864–1929), a symbolic interactionist who taught at the University of Michigan, concluded that the self is part of how *society* makes us human. He said that *our sense of self develops from interaction with others*. To describe the process by which this unique aspect of “humanness” develops, Cooley (1902) coined the term *looking-glass self*. He summarized this idea in the following couplet:

*Each to each a looking-glass
Reflects the other that doth pass.*

The looking-glass self contains three elements:

1. **We imagine how we appear to those around us.** For example, we may think that others perceive us as witty or dull.
2. **We interpret others' reactions.** We come to conclusions about how others evaluate us. Do they like us for being witty? Do they dislike us for being dull?
3. **We develop a self-concept.** How we interpret others' reactions to us frames our feelings and ideas about ourselves. A favorable reflection in this *social mirror* leads to a positive self-concept; a negative reflection leads to a negative self-concept.

Note that the development of the self does *not* depend on accurate evaluations. Even if we grossly misinterpret how others think about us, those misjudgments become part of our self-concept. Note also that *although the self-concept begins in childhood, its development is an ongoing, lifelong process*. During our everyday lives, we monitor how others react to us. As we do so, we continually modify the self. The self, then, is never a finished product—it is always in process, even into our old age.

Mead and Role Taking

Another symbolic interactionist, George Herbert Mead (1863–1931), who taught at the University of Chicago, pointed out how important play is as we develop a self. As we play with others, we learn to **take the role of the other**. That is, we learn to put ourselves in someone else's shoes—to understand how someone else feels and thinks and to anticipate how that person will act.

This doesn't happen overnight. We develop this ability over a period of years (Mead 1934; Denzin 2007). Psychologist John Plavel (1968) asked 8- and 14-year-olds to explain a board game to children who were blindfolded and to others who were not. The 14-year-olds gave more detailed instructions to those who were blindfolded, but the 8-year-olds gave the same instructions to everyone. The younger children could not yet take the role of the other, while the older children could.



Mead analyzed taking **the role of the other** as an essential part of learning to be a full-fledged member of society. At first, we are able to take the role only of **significant others**, as this child is doing. Later we develop the capacity to take the role of **the generalized other**, which is essential not only for cooperation but also for the control of antisocial desires.

As we develop this ability, at first we can take only the role of **significant others**, individuals who significantly influence our lives, such as parents or siblings. By assuming their roles during

play, such as dressing up in our parents' clothing, we cultivate the ability to put ourselves in the place of significant others.

As our self gradually develops, we internalize the expectations of more and more people. Our ability to take the role of others eventually extends to being able to take the role of "the group as a whole." Mead used the term **generalized other** to refer to our perception of how people in general think of us.

Taking the role of others is essential if we are to become cooperative members of human groups—whether they be our family, friends, or co-workers. This ability allows us to modify our behavior by anticipating how others will react—something Genie never learned.

As Figure 3.1 illustrates, we go through three stages as we learn to take the role of the other:

1. **Imitation.** Under the age of 3, we can only mimic others. We do not yet have a sense of self separate from others, and we can only imitate people's gestures and words. (This stage is actually not role taking, but it prepares us for it.)
2. **Play.** During the second stage, from the ages of about 3 to 6, we pretend to take the roles of specific people. We might pretend that we are a firefighter, a wrestler, a nurse, Supergirl, Spiderman, a princess, and so on. We also like costumes at this stage and enjoy dressing up in our parents' clothing, or tying a towel around our neck to "become" Superman or Wonder Woman.
3. **Team Games.** This third stage, organized play, or team games, begins roughly when we enter school. The significance for the self is that to play these games we must be able to take multiple roles. One of Mead's favorite examples was that of a baseball game, in which each player must be able to take the role of all the other players. To play baseball, it isn't

enough that we know our own role; we also must be able to anticipate what everyone else on the field will do when the ball is hit or thrown.

FIGURE 3.1 – How We Learn to Take the Role of the Other: Mead’s Three Stages



To help his students understand the term **generalized other**, Mead used baseball as an illustration. Why are team sports and organized games excellent examples to use in explaining this concept?

Stage 1: imitation	Stage 2: Play	Stage 3: Team games
Children under age 3 No sense of self Imitate others	Ages 3 to 6 Play “pretend” others (princess, Spiderman, etc.)	After about age 6 or 7 Team games (“organized play”) Learn to take multiple roles

Mead also said there were two parts of the self, the “I” and the “me.” The “I” is *the self as subject*, the active, spontaneous, creative part of the self. In contrast, the “me” is *the self as object*. It is made up of attitudes we internalize from our interactions with others. Mead chose these pronouns because in English “I” is the active agent, as in “I shoved him,” while “me” is the object of action, as in “He shoved me.” Mead stressed that we are not passive in the socialization process. We are not like robots, with programmed software shoved into us. Rather, our “I” is active. It evaluates the reactions of others and organizes them into a unified whole.

Mead added that the “I” even monitors the “me,” fine tuning our ideas and attitudes to help us better meet what others expect of us.

In Sum—In studying the details, you don’t want to miss the main point, which some find startling: *Both our self and our mind are social products*. Mead stressed that we cannot think without symbols. But where do these symbols come from? Only from society, which gives us our symbols by giving us language. If society did not provide the symbols, we would not be able to think and so would not possess a self-concept or that entity we call the mind. The self and mind, then, like language, are products of society.

Before Reading/Writing: Survey and Question

Questions based on text features:

Standard prereading questions:

1. What is the passage about? _____

2. How is the material organized? _____

What do I already know about this idea? (What is my prior knowledge?) _____

3. What is my purpose for reading/writing? _____

4. What points may I want to address or include in my written response? _____

Explanation

Compare your responses to the following student think-aloud about his before reading/writing strategy.

	<i>As I surveyed this textbook section, I created the following questions to answer as I read. I will set up these in my notebook as two-column questions and answers. I will write the questions on the left side of the paper. Then, I will write the answers on the right side of the paper. That way, I can cover up the answers and quiz myself after reading.</i>
	<i>Questions based on text features:</i>
	<i>What is the definition of self?</i>
	<i>Who is Cooley? What is the looking-glass self?</i>

What are the three dimensions to the looking-glass self?

Who is Mead? What is role taking?

How do we take the role of the other?

What are significant others?

What are generalized others?

What are imitation, play, and team games, and how do they relate to self-concept?

Standard prereading questions:

1. What is the passage about? The topic is about self-concept.
2. How is the material organized? The material has several lists of ideas. And it gives definitions for the key terms.
3. What do I already know about this idea? (What is my prior knowledge?) I have a really good friend who struggles with low self-esteem. He is always worried about what other people think of him. He never feels like he can live up to his parents' expectations, and he was bullied all through public school.
4. What is my purpose for reading/writing? I want to understand how society affects a person's self-concept so I can be stronger as a person and understand and maybe help people like my friend.
5. What points may I want to address or include in my written response? I need to be able to restate the points Cooley and Mead make about the self. But I also would like to make the connection between what I learn about the self to low self-esteem. I would like to be able to share helpful information with my friend.

practice 1

Before Reading/Writing: Survey and Question

Assume you are a member of the organization Students against Destructive Decisions (SADD). You have been asked to write an article about some of the dangers of college drinking for the upcoming newsletter that will go out to all students on your campus. You have found the following information on a government site on the Internet. Apply before reading/writing strategies as you prepare to write your article for the newsletter.

Reading/Writing Questions based on text features:

Standard prereading-prewriting questions:

What is the passage about? _____

How is the material organized? _____

What do I already know about this idea? (What is my prior knowledge?) _____

What is my purpose for reading/writing?

What points may I want to address or include in my written response? _____

Beyond hangovers: effects of alcohol on the Brain

You're chatting with friends at a party and a waitress comes around with glasses of champagne. You drink one, then another, maybe even a few more. Before you realize it, you are laughing more loudly than usual and swaying as you walk. By the end of the evening, you are too slow to move out of the way of a waiter with a dessert tray and have trouble speaking clearly. The next morning, you wake

up feeling dizzy and your head hurts. You may have a hard time remembering everything you did the night before.

These reactions illustrate how quickly and dramatically alcohol affects the brain. The brain is an intricate maze of connections that keeps our physical and psychological processes running smoothly. Disruption of any of these connections can affect how the brain works. Alcohol also can have longer-lasting consequences for the brain—changing the way it looks and works and resulting in a range of problems.

Most people do not realize how extensively alcohol can affect the brain. But recognizing these potential consequences will help you make better decisions about what amount of alcohol is appropriate for you.

What happens inside the Brain?

The brain's structure is complex. It includes multiple systems that interact to support all of your body's functions—from thinking to breathing to moving.

These multiple brain systems communicate with each other through about a trillion tiny nerve cells called *neurons*. Neurons in the brain translate information into electrical and chemical signals the brain can understand. They also send messages from the brain to the rest of the body.

Chemicals called *neurotransmitters* carry messages between the neurons. Neurotransmitters can be very powerful. Depending on the type and the amount of neurotransmitter, these chemicals can either intensify or minimize your body's responses, your feelings, and your mood. The brain works to balance the neurotransmitters that speed things up with the ones that slow things down to keep your body operating at the right pace.

Alcohol can slow the pace of communication between neurotransmitters in the brain.

alcohol Shrinks and disturbs Brain tissue

Heavy alcohol consumption—even on a single occasion—can throw the delicate balance of neurotransmitters off course. Alcohol can cause your neurotransmitters to relay information too slowly, so you feel extremely drowsy. Alcohol-related disruptions to the neurotransmitter balance also can trigger mood and behavioral changes, including depression, agitation, memory loss, and even seizures.

Long-term, heavy drinking causes alterations in the neurons, such as reductions in the size of brain cells. As a result of these and other changes, brain mass shrinks and the brain's inner cavity grows bigger. These changes may affect a wide range of abilities, including motor coordination; temperature regulation; sleep; mood; and various cognitive functions, including learning and memory.

One neurotransmitter particularly susceptible to even small amounts of alcohol is called *glutamate*. Among other things, glutamate affects memory. Researchers believe that alcohol interferes with glutamate action, and this

PRAcTicE 1 *Cont Inued*

may be what causes some people to temporarily “black out,” or forget much of what happened during a night of heavy drinking. Alcohol also causes an increased release of *serotonin*, another neurotransmitter, which helps regulate emotional expression, and *endorphins*, which are natural substances that may spark feelings of relaxation and euphoria as intoxication sets in. Researchers now understand that the brain tries to compensate for these disruptions. Neurotransmitters adapt to create balance in the brain despite the presence of alcohol. But making these adaptations can have negative results, including building alcohol tolerance, developing alcohol dependence, and experiencing alcohol withdrawal symptoms.

What factors Make a difference?

Different people react differently to alcohol. That is because a variety of factors can influence your brain’s response to alcohol. These factors include:

- **How much and how often you drink**—The more you drink, the more vulnerable your brain is.
- **Your genetic background and family history of alcoholism**—Certain ethnic populations can have stronger reactions to alcohol, and children of alcoholics are more likely to become alcoholics themselves.
- **Your physical health**—If you have liver or nutrition problems, the effects of alcohol will take longer to wear off.

are Brain Problems Reversible?

Abstaining from alcohol over several months to a year may allow structural brain changes to partially correct. Abstinence also can help reverse negative effects on thinking skills, including problem solving, memory, and attention.

During Reading: Read, Question, Annotate



during reading strategies are also vital steps to take as part of your prewriting process in any reading/writing situation. As you read, annotate ideas that answer the questions you formed before reading.

r ead and Question

As you read, *continue to ask questions* about what you are reading. Compare new ideas to your prior knowledge. Repair confusion. Stay focused and alert.

anno tate

Annotation is marking the text to highlight key ideas or add your own margin notes. Annotations may include underlining, circling, numbering, using color highlights, and drawing pictures or restating ideas in the margin. Annotations draw key information from the text for use in your written response.

The following thinking guide can help you read, question, and annotate as a reading/writing strategy.



Step by Step: Read, Question, and Annotate

- Read** and think about the importance of the information by continuing to ask questions:
 - Does this new information agree with what I already know?
 - Do I need to change what I thought I knew?
 - What is the significance of this information?
 - What information provided allows me to infer, or draw conclusions, about the text?
- Question**, acknowledge, and resolve any confusion as it occurs.
 - Create questions based on the headings, subheadings, and words in **bold** type and *italics*.
 - Reread the parts you don't understand.
 - Reread when your mind drifts during reading.
 - Read ahead to see if the idea becomes clearer.
 - Determine the meaning of words from the context. Look up new or different words.
 - Think about ideas even when they differ from your own.
- Annotate** to make the material your own. Make sure you understand by marking the text or adding notes in the margins.
 - Create a picture in the margin.
 - Mark your text by underlining, circling, or otherwise highlighting topics, key terms, and main ideas.
 - Rephrase an idea in the margin.
 - Answer questions that were created based on the headings and subheadings.
 - Write a brief summary of the section or passage.

Example: Apply the Reading/Writing Strategy

Assume you are taking a college course in health. First, preread the following passage from the textbook *Access to Health* by surveying and questioning. Then read and annotate the key ideas in the passage. Use the thinking guide “Step by Step: Read, Question, and Annotate.” *Student responses may vary.*

11.2 GE/582 words

Interpersonal Relationship Types

Each relationship, whether friendship or love, a primary relationship or a work relationship, is unique. Yet there are general types that research has identified—and these categories will offer considerable insight into your own interpersonal relationships.

friendship

One theory of **friendship** identifies three major types: friendships of reciprocity, receptivity, and association. The *friendship of reciprocity*, the ideal type, is characterized by loyalty, self-sacrifice, mutual affection, and generosity. A friendship of reciprocity is based on equality. Each individual shares equally in giving and receiving the benefits and rewards of the relationship.

In the *friendship of receptivity*, in contrast, there is an imbalance in giving and receiving; one person is the primary giver and the other the primary receiver. This is a positive imbalance, however, because each person gains something from the relationship. The different needs of both the person who receives affection and the person who gives it are satisfied. This is the friendship that may develop between a teacher and a student or between a doctor and a patient. In fact, a difference in status is essential for the friendship of receptivity to develop.

The *friendship of association* is transitory; it might be described as a friendly relationship rather than a true friendship. Associative friendships are the kind you have with classmates, neighbors, or coworkers. There is no great loyalty, no great trust, no great giving or receiving. The association is cordial but not intense.

love

Like friendships, romantic partnerships come in different styles as well.

Eros love seeks beauty and sensuality and focuses on physical attractiveness, sometimes to the exclusion of qualities others might consider more important and more lasting. The erotic lover has an idealized image of beauty that is unattainable in reality. Consequently, the erotic lover often feels unfulfilled.

Ludic love seeks entertainment and excitement and sees love as fun, a game. To the ludic lover, love is not to be taken too seriously; emotions are to be held in check lest they get out of hand and make trouble. The ludic lover retains a partner only so long as the partner is interesting and amusing. When the partner is no longer interesting enough, it's time to change.

Storge love is a peaceful and tranquil love. Like ludus, storge lacks passion and intensity. Storgic lovers set out not to find a lover but to establish a companionable relationship with someone they know and with whom they can share interests and activities. Storgic love is a gradual process of unfolding thoughts and feelings and is sometimes difficult to distinguish from friendship.

Pragma love is practical and traditional and seeks compatibility and a relationship in which important needs and desires will be satisfied. The pragma lover is concerned with the social qualifications of a potential mate even more than with personal qualities; family and background are extremely important to the pragma lover, who relies not so much on feelings as on logic.

Manic love is an obsessive love that needs to give and receive constant attention and affection. When attention and affection are not constant, or when an expression of increased commitment is not returned, reactions such as depression, jealousy, and self-doubt can lead to extreme lows.

Agapic love is compassionate and selfless. The agapic lover loves both the stranger on the road and the annoying neighbor. Jesus, Buddha, and Gandhi practiced and preached this unqualified spiritual love—a love that is offered without concern for personal reward or gain and without any expectation that the love will be reciprocated.

Donatelle, Rebecca J. *Access to Health*, 12th ed., Benjamin Cummings, 2012. pp. 104–106.

Explanation

Compare your responses to the following student think-aloud about how she used questions and annotations as a reading/writing strategy.

I completed the survey and question stage before I began reading. The questions I created before reading helped me annotate during reading. I asked “What are the types of interpersonal relationships discussed in this passage? What are the three types of friendship? What are the six types of love? To answer these questions, I annotated the passage by circling all the words in bold and italic print throughout the passage. I also underlined their definitions. Then I wrote the following summary to answer my prereading questions. “The two types of interpersonal relationships discussed in this passage are friendship and love. Research has identified three major types of friendship. They are friendship of reciprocity, receptivity, and association. The passage also identified six types of love. They are eros, ludic, storge, pragma, manic, and agapic love.”

MySkillsLab™

You can complete additional exercises for this section in *the effective Reader/Writer* book-specific module in MySkillsLab.

After Reading–Prewriting: Recite, Review, Brainstorm



Effective reader/writers use the *after reading steps* recite and review as *prewriting steps* to help brainstorm their written responses to the text. Prewriting includes reading and thinking about your topic before you write a rough draft, and capturing your prewriting thinking on paper. Prewriting allows you to explore ideas without worrying about polishing them. Therefore, your prewrite has been going on as you surveyed, questioned, read, and annotated a passage.

At this point, it is also important to know the type of response you will write. Basically, there are two general types of response. The first type is a summary in which you only restate the writer’s ideas. You will learn in depth about the summary response in Module 8. The second type is a personal response, in which you agree or disagree with the writer’s ideas, or you explain the significance of the ideas or how to apply the information. You are now ready to use your questions and annotations to brainstorm ideas for your written response to the passage.

r ecite

Writing annotations, summaries, notes, and questions/answers are all different ways to recite what you read. Reciting ideas during and after reading deepens comprehension. And the deeper your comprehension, the better your written response will be.

r evieW

Review of a passage includes rereading and recalling ideas. For example, effective reader/writers set their prereading questions up as two-column notes with the questions on the left side and the answers on the right. Then, to review, they cover up the answers and try to answer the questions as a self-test. However, review also includes connecting new information to your prior knowledge and thinking about how new ideas may have changed the way you think about a topic. When you review, you often form opinions and think about how to use or apply the information.

Br ainst orm

After you have read, recited, and reviewed the ideas in a passage, you are ready to respond in writing. Use the words in bold and italics, headings, subheadings, and your annotations as the focus of your brainstorming. Freewrite a personal reaction to record your opinion or what you have learned. Create a concept map or outline of the major details in the passage based on key terms or ideas. Generate minor details that explain the importance of each term or idea or how the concept can be applied. A major detail explains your main idea; a minor detail explains a major detail.

The following thinking guide can help you prewrite, recite, review, and brainstorm ideas as a reading/writing strategy.



Step by Step: Recite, Review, Brainstorm

- ❑ **Recite** the information. Think about what you have read, and write about it in your notebook.
 - Summarize the most important parts.
 - Answer your prereading questions.
 - Rephrase ideas into your own words.
 - Record changes in your opinions based on the new information.
- ❑ **Review** the information.
 - Connect new information to your prior knowledge about the topic.
 - Form opinions about the material and the author.
 - Revisit your answers to the prereading questions.
 - Review new words and their meanings based on the way they were used in the passage.
 - Think of ways to use or apply new information.
- ❑ **Brainstorm** ideas for your written response to the passage.
 - **Freewrite** a response to what you have read by answering the following questions:
 - What have I learned?
 - What is the most important idea?
 - What is the significance of the idea?
 - How can this idea be used or applied?
 - With which ideas do I agree?
 - With which ideas do I disagree?
 - **Map** the relationship among ideas you have annotated in the text.
 - Draw a circle on your page and write a key word or phrase in the circle.
 - Write a word that relates to the topic, circle the word, and connect it to the topic circle with a line.
 - Repeat this process so a set of major supports radiates out from the topic circle.
 - Write a word that relates to one of the major supports, circle it, and connect it to that major support circle.
 - Repeat this process for each of the major supports to create clusters of minor supports.
 - **Outline** or list key ideas and details in blocks of thought.
 - Label each major idea with the capital letters A, B, C, and so on.
 - Under each major idea, list and label its supports with the numbers 1, 2, 3, and so on.

Example: After Reading–Prewriting

Assume you are a concerned citizen who wants to address the problem of graffiti in your town. You recently attended a training seminar for community organizers and received the following guidelines about how to organize a graffiti cleanup day. You are in the process of following the steps in the guidelines and are ready to write a letter to the public announcing the event and calling for volunteers. Prewrite a draft of your letter. First, preread by surveying and questioning the guidelines “How to Organize a Graffiti Cleanup.” Then, read and annotate the key ideas in the guidelines. Finally, on your own paper, brainstorm details for your letter based on the guidelines. Use the thinking guide “Step by Step: Recite, Review, Brainstorm.”

Ask questions based on the text features.

What areas need a graffiti cleanup day?

How do I organize a cleanup day?

How do I recruit volunteers?

How do I advertise the event?

What is the passage about?

how to organize a graffiti cleanup day

How is the material organized?

a series of steps

What do I already know about this idea? (What is my prior knowledge?)

Answers may vary.

What is my purpose for reading/writing?

to learn how to organize a cleanup day in my community

What points may I want to address or include in my written response?

the location and time of the cleanup, how many people are needed, the refreshments that will

be provided, why it's important to remove graffiti



HOW TO ORGANIZE A GRAFFITI CLEANUP

To eradicate graffiti, the entire community must work together. Businesses, religious groups, youth clubs, public and private schools, neighborhood associations, local newspapers and radio stations, all need to be involved to eliminate graffiti. The nonprofit organization GraffitiGone, which has helped hundreds of communities eradicate graffiti, offers the following guidelines to clean up graffiti in your neighborhood.

1. IDENTIFY AREAS TO BE CLEANED OF GRAFFITI.

- Identify locations that are disfigured by graffiti and select the method of removal. Paint and solvent, or other cleaning solutions, may be necessary to remove graffiti (including markers) from surfaces such as concrete walls, fences, utility boxes, signs, etc.
- Predict the number of workers and the materials needed to remove or paint over graffiti.
- Take a picture of the graffiti before it is removed to assist law enforcement in the investigation of the vandalism.
- Obtain written permission from property owners prior to the cleanup.

2. ORGANIZE AN EVENT.

- Select a date. Most volunteers prefer Saturday mornings.
- Determine how and when materials and equipment will arrive. Plan for safe storage and disposal of paint and cleaning compounds before, during, and after the cleanup.
- Identify sources for materials. Ask the owner of the property, local paint suppliers, or other businesses to donate paint and other equipment.

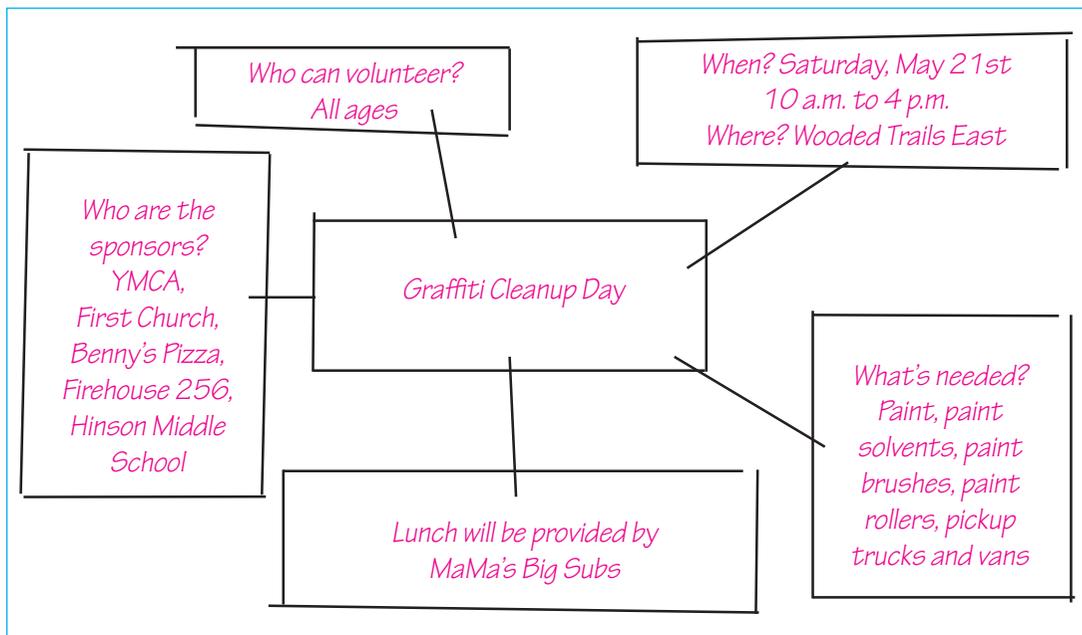
3. IDENTIFY AND RECRUIT VOLUNTEERS.

- Identify and involve people who can provide pickup trucks or vans to help transport equipment and volunteers and for trash collection at the end of the event.
- Invite residents of the targeted neighborhood.
- Enlist volunteers specifically for cleanup after the event.
- Determine how volunteers will be assigned and the sequencing of tasks.
- Provide refreshments such as coffee, water, snacks, etc.

4. ADVERTISE THE EVENT.

- Notify and involve the local law enforcement. Consider having a police officer on-site at your event.
- Create flyers and posters to advertise the cleanup. Remove all posters and flyers immediately after the event!
- Contact the local media (newspapers, radio stations, and local TV news shows).
- Contact local church, school, civic, and business groups.

Use this space to brainstorm details for your letter. Use the thinking guide “Step by Step: Recite, Review, Brainstorm” to review brainstorming strategies.



Explanation

Compare your responses to the following student think-aloud about how he recited and reviewed the passage, and then brainstormed his written response.

Before I read, I surveyed the headings, skimmed the bulleted lists, and came up with the following questions.

Ask questions based on the text features.

What areas need a graffiti cleanup day? How do I organize a cleanup day? How do I recruit volunteers? How do I advertise the event?

What is the passage about?

how to organize a graffiti cleanup day

How is the material organized?

a series of steps

What do I already know about this idea? (What is my prior knowledge?)

Our neighborhood has got graffiti on the side walls of businesses and on private fences. It is very ugly. Some people think graffiti is art, but I think it's wrong to mess up somebody else's stuff.

What is my purpose for reading/writing?

to learn how to organize a cleanup day in my community

What points may I want to address or include in my written response?

the location and time of the cleanup, how many people are needed, the refreshments that will be provided, why it's important to remove graffiti



HOW TO ORGANIZE A GRAFFITI CLEANUP

To eradicate graffiti, the entire community must work together. Businesses, religious groups, youth clubs, public and private schools, neighborhood associations, local newspapers and radio stations, all need to be involved to eliminate graffiti. The nonprofit organization GraffitiGone, which has helped hundreds of communities eradicate graffiti, offers the following guidelines to clean up graffiti in your neighborhood.

1. IDENTIFY AREAS TO BE CLEANED OF GRAFFITI.

- Identify locations that are disfigured by graffiti and select the method of removal. Paint and solvent, or other cleaning solutions, may be necessary to remove graffiti (including markers) from surfaces such as concrete walls, fences, utility boxes, signs, etc.
- Predict the number of workers and the materials needed to remove or paint over graffiti.
- Take a picture of the graffiti before it is removed to assist law enforcement in the investigation of the vandalism.
- Obtain written permission from property owners prior to the cleanup.

2. ORGANIZE AN EVENT.

- Select a date. Most volunteers prefer Saturday mornings.
- Determine how and when materials and equipment will arrive. Plan for safe storage and disposal of paint and cleaning compounds before, during, and after the cleanup.
- Identify sources for materials. Ask the owner of the property, local paint suppliers, or other businesses to donate paint and other equipment.

3. IDENTIFY AND RECRUIT VOLUNTEERS.

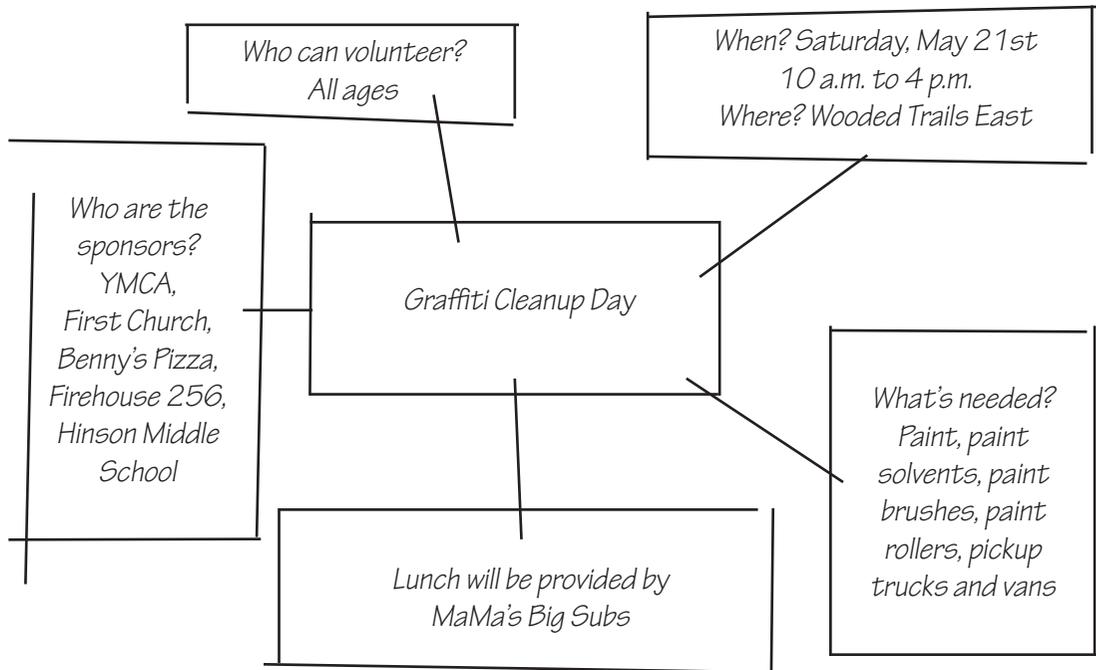
- Identify and involve people who can provide pickup trucks or vans to help transport equipment and volunteers and for trash collection at the end of the event.
- Invite residents of targeted neighborhood.
- Enlist volunteers specifically for cleanup after the event.
- Determine how volunteers will be assigned and the sequencing of tasks.
- Provide refreshments such as coffee, water, snacks, etc.

4. ADVERTISE THE EVENT.

- Notify and involve the local law enforcement. Consider having a police officer on-site at your event.
- Create flyers and posters to advertise the cleanup. Remove all posters and flyers immediately after the event!
- Contact the local media (newspapers, radio stations, and local TV news shows).
- Contact local church, school, civic, and businesses groups.

AFTER READING –PREWRITing Cont Inued

During reading, I kept in mind that I need to write a letter to announce the event and ask for volunteers. So, I underlined the following ideas so I would remember to put them in my letter: identify location, predict number of workers and materials needed, date, Saturday, who has pickup trucks or vans, volunteers after event, and refreshments. After readings, needed I studied the underlined ideas and organized them into the following concept map. The reporter's questions helped me think up and organize the details.



practice 2

Apply the After Reading–Prewriting Strategy: Before, During, and After Reading

Assume you are taking a college course in the basics of technology. Every week you are assigned specific readings to respond to in writing. Prewrite a draft of your response to an assigned reading. First, preread by surveying and questioning the following passage from the textbook *Introductory technology in Action*. Then, read and annotate the key ideas in the passage. Finally, on your own paper, brainstorm your response to what you have read. Use the before, during, and after thinking guides on pages 36, 45, and 49.

Student responses may vary.

Ask questions based on the text features.

What is relativism?

What is situational ethics?

What are societal ethics?

What is rule utilitarianism?

What is the difference between unethical behavior and amoral behavior?

What is the passage about?

ethics in computing

How is the material organized?

as a series of questions and answers

What do I already know about this idea? (What is my prior knowledge?)

Answers may vary.

What is my purpose for reading/writing?

Answers may vary.

What points may I want to address or include in my written response?

Answers may vary.

ETHic S in cOMPuTing



You just bought a new notebook computer. You know you can go to BitTorrent or LimeWire to download the latest summer blockbuster movie and its soundtrack. You also probably know this is unethical. Although pirating music and videos is a valid example of unethical behavior, it has been overused as an illustration of the ethical challenges of technology. There is a vast range of ethical issues surrounding technology, several of which we will discuss in this section. Many other issues are discussed in the Ethics in IT sections of each chapter throughout the book.

Difference between ethics and morals?

WHAT IS ETHICS?

Ethics is the study of the general nature of morals and of the specific moral choices made by individuals. Morals involve conforming to established or accepted ideas of right and wrong (as generally dictated by society), and are usually viewed as black and white. Ethical issues often involve subtle distinctions, such as the difference between fairness and equity.

Ethical values are the guidelines you use to make decisions each day. For example, the person in front of you at the coffee shop drops a dollar on the floor and doesn't notice it. Do you tell him or her about it, or do you pick up the dollar and use it to pay for your coffee?

Doesn't everyone have the same basic ethics? There are many systems of ethical conduct. Relativism is a theory that holds that there is no universal moral truth and that instead there are only beliefs, perspectives, and values. Everyone has his or her own ideas of right and wrong, and so who are we to judge anyone else? Another ethical philosophy is situational ethics which states that decision making should be based on the circumstances of a particular situation and not on fixed laws.

Many other ethical systems have been proposed over time, some of which are defined by religious traditions. For example, the expression "Judeo-Christian ethics" refers to the common set of basic values shared across the Jewish and Christian religious traditions. These include behaviors such as respecting property and relationships, honoring one's parents, and being kind to others.

Are laws established to guide people's ethical actions? Laws are formal, written standards designed to apply to everyone. Laws are enforced by government agencies (such as the police, the Federal Bureau of Investigation, the Food and Drug Administration, and so on) and interpreted by the courts. It

is not possible to pass laws that cover every possible behavior that human beings can engage in. Therefore, societal ethics provides a general set of unwritten guidelines for people to follow.

Rule utilitarianism is an ethical theory that espouses establishing moral guidelines through specific rules. The idea behind this system is that if everyone adheres to the same moral code, society as a whole will improve and people will be happier. Many societies follow this system in general terms, including the United States. For instance, laws against nudity in public places (except for a few nude beaches) in the United States help define public nudity as immoral.

Don't some people behave unethically? Although many valid systems of ethical conduct exist, sometimes people act in a manner that violates the beliefs they hold or the beliefs of the ethical system they say they follow. Unethical behavior can be defined as not conforming to a set of approved standards of social or professional behavior. For instance, using your phone to text message your friends during an exam is prohibited by most colleges' rules of student conduct. This behavior is different from amoral behavior in which a person has no sense of right and wrong and no interest in the moral consequences of his or her actions.

*difference
between
unethical
and amoral
behavior?*

Is unethical behavior a euphemism for illegal activity? Unethical behavior does not have to be illegal. An example of an unethical but not illegal practice is supermarket slotting fees. These are fees that some supermarkets charge to produce companies and product manufacturers for the privilege of having their products placed on store shelves. This is considered unethical by many people because it puts smaller companies, which often don't have the financial resources to pay these fees, at a disadvantage. Not all illegal behavior is unethical. Civil disobedience, which is manifested by intentionally refusing to obey certain laws, is used as a form of protest to effect change in extreme situations. Gandhi's nonviolent resistance to the British rule of India, which led to India's establishment as an independent country, is an example of civil disobedience. Although the British were ruling India, is it ever ethical for one country to control another country's people?

Which system of ethics works best? There is no universal agreement on which is the best system of ethics. Most societies use a blend of different systems. Regardless of the ethical system of the society in which you live, all ethical decisions are greatly influenced by personal ethics.

4 apply the reading/Writing strategy: after prewriting, Write a draft

After Prewriting: Write a Draft



The drafting stage of the reading/writing process takes the ideas generated during prewriting and develops them into an initial version of your written response to what you have read. This first draft may be revised several times during the next phases of the reading/writing process. This phase may also include several tasks, depending on the reading/writing situation. An essay or letter may require the drafting of an introduction, a main idea (such as a topic sentence or thesis statement), supporting details, and a conclusion. A stand-alone paragraph, such as a summary, may require only the main idea and major supporting details.

The following thinking guide can help you draft your written response as a reading/writing strategy.

Step by Step: Drafting



- Write your main idea in a complete sentence.
- As you write a thesis statement or topic sentence, assert an idea instead of announcing your topic. Avoid the following announcements:
 - “I am going to write about...”
 - “My paragraph (or essay) is about...”
 - “My topic is...”
- As you write your first draft, do not worry about issues such as spelling and grammar.
- Generate major and minor details to support your main idea.
- As you write, include new ideas as they occur to you without self-criticism or editing before you have a complete draft; this first draft does not need to be perfect. You will use the revision process to evaluate details for logic and relevance once your draft is complete.
- Use the first draft to discover how your ideas flow and fit together.
- Resolve to write multiple drafts to produce your best work.

Example: After Prewriting: Write a Draft

Assume you are continuing your work as a concerned citizen to organize a graffiti cleanup day. You have carefully read the guidelines about how to organize a cleanup day.

(See last example, p. 50.) You have also brainstormed ideas for a letter you are writing to the public announcing the event and calling for volunteers. Based on your prewrite, write a draft of your letter. Use the thinking guide “Step by Step: Drafting.”

Explanation

Compare your use of the reading/writing process and your draft to the following student think-aloud about how she drafted her written response to the passage.

	<p>The concept map I brainstormed after I read the guidelines really made it easy to write a first draft of my letter. As I drafted, the concept map even made me think of additional details that needed to be included. My goal for my first draft was to get all my thoughts written out sentence by sentence in a way that made sense. In this first draft, I didn't take time to choose exactly the best words or to check spelling or punctuation. Instead I focused on being detailed and logical. I also drafted an introduction and conclusion for my letter. In the introduction, I wanted to really get my readers' interest and let them know how important the cause is. Then, the conclusion is a strong call to come and get involved. Here is what I wrote.</p>
	<p><u>Graffiti Cleanup Day: Make Wooded Trails Beautiful Again</u></p>
	<p>Graffiti hurts, ,scares people, graffiti hurts property, graffiti is vandalism. Right now, right here in Wooded Trails, graffiti blihts our fences, trafic signs, sidewalks, the outside walls of businesses. Our community needs to be cleaned up. And we can do it. Come join in and make Wooded Trails beautiful again. All ages welcome. Graffiti Cleanup Day is Saturday May 21st, 10 a.m. to 4 p.m. The event will kick off in the parking lot of First National Bank at 33 Wilshire Blvd. Paint, paint solvents, rubber gloves, paint rollers, brushes, and ladders being provided by the YMCA, First Church, Benny's Pizza, Firehouse 256 and Hinson Middle School. Lunch will be provided by MaMa's Big Subs. Get your family and friend together bring your pick up trucks and vans (we can use em) and let's take back Wooded Trails from vandals.</p>

practice 3

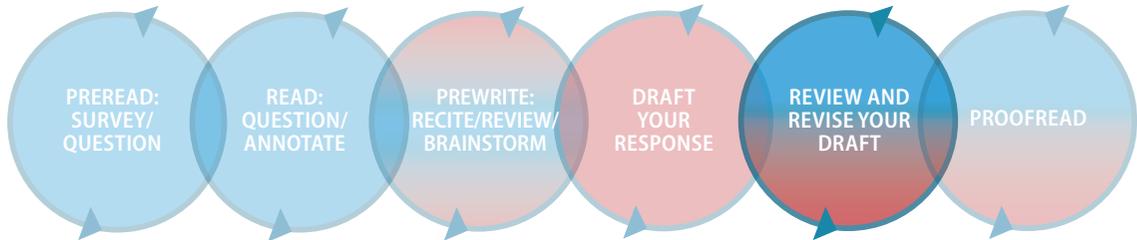
Apply the Reading/Writing Strategy: After Prewriting, Write a Draft

Assume you are continuing your work as a college student in a course in the basics of technology. Based on the prewrite you created in Practice 2, draft your written response to the passage from the textbook *Introductory technology in Action*. Use your own paper. Use the thinking guide “Step by Step: Drafting.”

Student responses may vary.

5 apply the reading/Writing strategy: after Writing, review, revise, and proofread your draft

After Writing, Review, Revise, and Proofread your Draft



Now that you have gotten your ideas on paper, you can review your work to make sure your paragraph offers a focused, unified, well-supported, and coherent chunk of information. As you revise your draft, review and apply what you have learned.

review

Take another look at what you have written. Ask questions that your reader would ask. Think about the flow of your ideas and how easily a reader can follow your thoughts. Annotate your own writing with the revisions you think will improve the writing.

revise

Revising is re-seeing your work through the eyes of your reader. Revising is reworking your draft for clarity, logic, interest, and believability.

Step by Step: Review and Revise



- Read your draft out loud (either on your own or to a peer). This is an easy way to identify parts of your draft that may be unclear or awkward.
- Annotate your draft, as needed, with the revisions you will make.
- Make sure you properly refer to the author and title of the passage to which you are responding as needed.
- Make sure your main idea is stated clearly in a topic sentence or thesis statement.
- Make sure that the details in the body of your paragraph or essay fully support your topic sentence or thesis statement.
- Make sure every sentence in a paragraph relates to your main idea so that a reader can easily follow the logic of your ideas.
- Move information as needed into the most logical order.
- Add transitions as needed to clarify the relationship between ideas.
- Add details and examples as needed to strengthen or clarify the main idea and supporting points.
- Delete irrelevant details.

- If your paragraph or essay draft seems to end abruptly, add a concluding sentence (or paragraph, if you are writing an essay), restating and summing up your main points.
- Replace vague words and details with vivid and precise expressions.



proofread

Once you have revised your paragraph, take time to carefully proofread your work. Proofreading is correcting errors in punctuation, capitalization, mechanics, grammar, and spelling. When you proofread, you are both a reader looking for errors that need correction and a writer creating a clean, polished copy. Publishing a clean, error-free draft proves you are committed to excellence and that you take pride in your work. Many student writers struggle with common errors, and every writer has her or his own pattern or habit of careless errors. To create a polished draft, a writer masters the rules of writing and edits to eliminate careless errors.

The following thinking guide can help you review, revise, and proofread your written response as a reading/writing strategy.



Step by Step: Proofread

Allow some time to pass between revising and proofreading.

- Read your work one sentence at a time from the end to the beginning. Reading your work from the end to the beginning allows you to focus on each sentence.
- Read again from the beginning with a cover sheet of paper that you slide down the page as you read so that you focus on one sentence at a time.
- Use a highlighter to mark mistakes.
- Proofread more than once; focus on one type of error at a time.
- Proofread for the types of errors you commonly make.
- Use word processing spell checkers carefully (they don't know the difference between words such as *there, their, or there*).
- Use a dictionary to double check your spelling.

After I finished revising, I took a break. Then, I asked a couple of people to help me proofread. My brother and a classmate read my letter and pointed out a few comma errors and run-on sentences. The spell check on my computer also pointed out misspelled words and an apostrophe error. I decided to end the letter with an exclamation point for emphasis. It was very helpful to revise for wording and then to proofread to polish.

Graffiti Cleanup Day: Make Wooded Trails Beautiful Again

Graffiti scars neighborhoods, graffiti scares people, graffiti sinks property values. Graffiti is vandalism. Right now, right here in Wooded Trails, graffiti mars our fences, traffic signs, sidewalks, and the outside walls of businesses. Graffiti Cleanup Day is Saturday, May 21st, 10 a.m. to 4 p.m. The event will kick off in the parking lot of First National Bank at 33 Wilshire Blvd. Our community needs, and to be cleaned up. And we can do it by following the guidelines of the nonprofit organization GraffitiGone.

Come join in and make Wooded Trails beautiful again. All ages welcome. Paint, paint solvents, rubber gloves, paint rollers, brushes, and ladders are being provided by the YMCA, First Church, Benny's Pizza, Firehouse 25, and Hinson Middle School. Lunch will be provided by MaMa's Big Subs. Get your family and friends together, bring your pickup trucks and vans (we can use em) and let's take Wooded Trails back from the vandals. Let's clean up together!

practice 4

Apply the Reading/Writing Strategy: After Writing, Review and Revise Your Draft

Assume you are continuing your work as a college student in a course in the basics of technology. Review and revise the draft you wrote in Practice 3 in response to the passage from the textbook *Introductory technology in Action*. Use your own paper. Use the thinking guides “Step by Step: Review and Revise” and “Step by Step: Proofread.”

Answers may vary.

practice 5

Applying the Reading/Writing Strategy: After Writing, Proofread Your Draft

Assume you are continuing your work as a college student in a course in the basics of technology. Proofread the revised draft you wrote in response to the passage from the textbook *Introductory technology in Action* in Practice 4. Use the thinking guides “Step by Step: Review and Revise” and “Step by Step: Proofread.” *Answers may vary.*



Considering Audience and Purpose

Study the sequence of photographs about the reading/writing process at the beginning of this module. Assume you are working with the businesspeople in the work group in the second photograph to respond to a report from the main office that offers several suggested actions to take to increase sales. Write an e-mail to the group suggesting a reading/writing strategy to respond to the report.

Reading and Writing for Everyday Life

Assume you received the following letter from a debt collection agency. However, this is not your debt. In the past, you have received similar notices that were meant for a person who has the same name as you and lives in your town. Write a response to the debt collection agency to dispute the debt.

RE: Central Debt Collection Agency

ACCOUNT NO: 76549

Total Due: \$1,100.00

This is a demand for payment. Your past due account has been referred for collection. In an effort to give you an opportunity to resolve this delinquency, please send your payment or explanation of non-payment. As required by law, you are hereby notified that a negative credit report reflecting your credit record may be submitted to a reporting agency if you fail to fulfill the term of your debt.

Unless you notify Central Debt Collections directly within 30 days after receiving this notice that you dispute the validity of this debt, Central Debt Collections will assume the debt is valid.

Reading and Writing for college life

Assume you are taking the college course Introduction to Literature. Your professor has given you a study guide for an upcoming exam. One of the questions is: “What is the difference between hyperbole and understatement?” You have located the following passage in your textbook. Read the passage and answer the study question.

hyperbole and Understatement

¹Most of us, from time to time, emphasize a point with a statement containing an exaggeration: “Faster than greased lightning,” “I’ve told him a thousand times.” ²We speak, then, not literal truth but use a figure of speech called **overstatement** or **hyperbole**. ³Poets, too, being fond of emphasis, often exaggerate for effect. ⁴Instances are Marvell’s claim of a love that should grow “vaster than empires and more slow.” ⁵Another is John Burgon’s description of Petra: “A rose-red city, half as old as time.” ⁶Overstatement can also be used for humor. ⁷Take, for instance, the fat woman’s boast (from a blues song): “Every time I shake, some skinny gal loses her home.” ⁸The opposite is **understatement**, which is a figure of speech that implies more than is said. ⁹For example, Robert Frost’s line “One could do worse than be a swinger of birches” uses understatement. ¹⁰All through the poem, he has suggested that to swing on a birch tree is one of the most deeply satisfying activities in the world.

Adapted from Kennedy & Gioia, *Literature*, 8th ed., p. 867.

Reading and Writing for Working life

Assume you are an assistant manager at a local grocery store. The manager sent you the following e-mail, identifying several complaints filed by customers and asking you to compose and send a memo to all employees that addresses these problems. Read the manager’s e-mail and compose a memo that includes actions employees must take to eliminate the complaints.



To: Assistant Manager

RE: Customer Complaints

Over the course of the past several months, a number of customers have registered complaints at the customer service counter. It is imperative that we educate our employees about the impact of their behavior and offer guidelines and training sessions to improve customer service. Please identify and schedule the training sessions that are needed. In addition, note that some complaints come from improper employee behavior, not a lack of training. In these instances, provide guidelines to employees to reduce those complaints. The complaints are as follows:

- Employees smoking on sidewalks by the front doors instead of in designated smoking areas
- Damaged food from improper bagging techniques
- Rude behavior and remarks from the associates in the deli department
- Personal discussions among employees in front of customers at the checkout counters



MySkillsLab™
Complete this
Exercise on
myskillslab.com

Workshop: Develop a Reading/Writing Strategy

Developing a reading/writing strategy deepens your understanding of what you read and strengthens your skills as a writer. Choose a passage to read and respond to in writing. You may select a passage in an example, practice, or writing assignment within this module. Or you may select a passage of your own choosing. Use the following guide to comprehend and respond to the passage.

Ask questions about the text's features.

What is the passage about?

How is the material organized?

What do I already know about this idea? (What is my prior knowledge?)

What is my purpose for reading/writing?

What points may I want to address or include in my written response?





Read and Annotate

As you read, annotate key ideas, particularly those details that answer your prereading questions.



Step by Step: Recite, Review, and Brainstorm

Recite the information. Summarize the most important parts. Answer your prereading questions. Rephrase ideas into your own words. Record changes in your opinions based on the new information. **Review** the information. **Brainstorm** ideas for your written response to the passage. Freewrite a response to what you have read. **Map** the relationships among ideas you have annotated in the text. **Outline** or list key ideas and details in blocks of thought. Use your own paper.



Write a Draft of your Response

Using the ideas you generated by brainstorming, compose a draft of your response. Use your own paper.



Revise your Draft

Once you have created a draft of your paragraph, read the draft and answer the questions in the “Questions for Revising a Paragraph” box that follows. Indicate your answers by annotating your paper. If you answer “yes” to a question, underline, check, or circle examples. If you answer “no” to a question, write additional details in the margins and draw lines to indicate their placement. Revise your paragraph based on your reflection. (*Hint: Experienced writers create several drafts as they focus on one or two questions per draft.*)

Step by Step: Questions for Revising a Paragraph

- Have I stated or implied a focused main idea?
- Is the logical order of the ideas clear? Have I used specific words to guide my reader, such as *first*, *second*, *next*, etc.?
- Have I made my point with adequate details?
- Do all the details support my point?
- What impact will my paragraph have on my reader?



Proofread your Draft

Once you have made any revisions to your paragraph that may be needed, proofread your paragraph to eliminate careless errors. Work with a classmate to give and receive feedback about your paragraphs.

review test 1

MySkillsLab™
Complete this Exercise
on myskillslab.com

Use the reading/writing strategy to comprehend and respond to the following article about credit cards from a government website. Before reading, survey the article. Use the ideas in **bold** print to create five questions to guide your reading. During reading, annotate the key ideas in the text. Answer the questions you asked before reading. Finally, use the writing process to respond to the ideas in the passage by answering the *What do You t hink?* prompt.

Board of Governors of the Federal Reserve System 10 GE/475 words

About the Fed News & Events Monetary Policy Banking Information & Regulation Payment Systems Economic Research & Data **Consumer Information** Community Development Reporting Forms Publications



5 TIPS: Getting the most from your credit card



1 Pay on time.
¹Paying your credit card account on time helps you avoid late fees as well as penalty interest rates applied to your account, and helps you maintain a good credit record. ²A good credit record leads to a higher credit score, which helps you qualify for lower interest rates. ³Know the date your payment is due. ⁴If your bill is due at an inconvenient time of the month--for example, if it's due on the 10th and you get paid on the 15th--contact your credit card company to see if they will change your billing cycle to fit your cash flow.

2 Stay below your credit limit.
⁵If you go over your credit limit on your card, your card issuer could charge a fee and increase your interest rate to a higher penalty rate. ⁶To avoid this, keep a record of your spending or check your balance online. ⁷Also, be aware that some merchants (for example, hotel and car rental companies) put a "hold" on your credit card based on their estimate of the amount you will charge. ⁸This can reduce your available credit until the final charge is processed. ⁹See Credit and Debit Card Blocking.

3 Avoid unnecessary fees.
¹⁰Credit card companies not only charge late payment and over-the-limit fees, but also fees for cash advances, transferring balances, and having a payment returned. ¹¹Some companies charge a fee when you pay your bill by phone. ¹²Pay attention to the transactions that trigger these fees. ¹³If you need a cash advance, withdraw enough so that you don't have to take a second cash advance--and incur a second fee--later in the month. ¹⁴Read your credit card agreement to learn more about the fees that your credit card company charges.

4 Pay more than the minimum payment.
¹⁵If you can't pay your balance in full each month, try to pay as much of the total as you can. ¹⁶Over time, you'll pay less

REVIEW TEST 1 *Cont Inued*

in interest charges--money that you will be able to spend on other things, and you'll pay off your balance sooner. ¹⁷See the Federal Reserve's Credit Card Repayment Calculator to determine possible repayment timelines.

5 Watch for changes in the terms of your account.

¹⁸Credit card companies can change the terms and conditions of your account. ¹⁹They will send you advance notices about changes in fees, interest rates, billing, and other features.

²⁰By reading these "change in terms" notices, you can decide whether you want to change the way you use the card. ²¹For example, if cash advance fees increase, you may decide to use a different card for cash advances. ²²If you have a card with a variable rate or if you have an introductory rate that is ending, be aware that credit card companies are not required to send you a notice about raising your interest rate. ²³Interest rates are listed on your monthly bill. ²⁴Read your bill carefully and take note of any changes.

"5 Tips: Getting the Most from Your Credit Card," *FR: Consumer Information*. Board of Governors of the Federal Reserve System. 17 June 2010. Web. <http://www.federalreserve.gov/consumerinfo/fivetips_creditcard.htm>.

Prereading Questions

Answers

- | | |
|---|---|
| <p>1. <i>Why pay on time?</i></p> <hr/> <hr/> | <p><i>to avoid late fees, gain higher credit score, get lower rates</i></p> <hr/> <hr/> |
| <p>2. <i>How do you stay below your credit limit?</i></p> <hr/> <hr/> | <p><i>keep good records, check balance</i></p> <hr/> <hr/> |
| <p>3. <i>How can you avoid unnecessary fees?</i></p> <hr/> <hr/> | <p><i>pay attention to transactions that trigger fees</i></p> <hr/> <hr/> |
| <p>4. <i>Why pay more than the minimum payment?</i></p> <hr/> <hr/> | <p><i>to pay less interest and pay off sooner</i></p> <hr/> <hr/> |
| <p>5. <i>Why watch for changes in account terms?</i></p> <hr/> <hr/> | <p><i>To decide how to use the card</i></p> <hr/> <hr/> |

What Do you Think?

Do you have a credit card? Why or why not? What are some of the dangers of using a credit card? What are some advantages? Assume you are related to or are friends with someone who is applying for a credit card for the first time. Write a message to advise this person about how to get the most out of a credit card.

Use the reading/writing strategy to comprehend and respond to the following assignment for a college Health class. Before reading, survey the passage. Use the ideas in **bold** print to create three questions to guide your reading. During reading, annotate the key ideas in the text. After reading, complete the columns with information from this passage. Finally, use the writing process to respond to the ideas in the passage by answering the *What do You t think?* prompt.

Using Nonverbal Communication

10.0 GE/475 words

¹Understanding what someone is saying often involves much more than listening and speaking. ²Often, what is not actually said may speak louder than any words. ³Smiling, looking away rather than maintaining eye contact, making body movements and hand gestures—all these nonverbal clues influence the way our conversational partners interpret our messages.



⁴**Nonverbal communication** includes all unwritten and unspoken messages, both intentional and unintentional. ⁵Ideally, our nonverbal communication matches and supports our verbal communication. ⁶This is not always the case. ⁷Research shows that when verbal and nonverbal communications don't match, we are more likely to believe the nonverbal cues. ⁸This is one reason it is important to be aware of all the nonverbal cues we use regularly and to understand how others might interpret them.

⁹Nonverbal communication can include the following.



•¹**Touch.** ¹⁰This can be a handshake, a warm hug, a hand on the shoulder, or a kiss on the cheek.

•²**Gestures.** ¹¹These can include physical mannerisms that replace words, such as a thumbs-up or a wave hello or good-bye, or movements that augment verbal communication, such as fanning your face when you are hot or indicating with your hands how big the fish was that got away. ¹²Gestures can also be rude, such as glancing at one's watch and rolling one's eyes.



•³**Interpersonal space.** ¹³This is the amount of physical space that separates two people. ¹⁴Getting “in someone's face” or too close when your presence isn't wanted is offensive.

•⁴**Facial expressions.** ¹⁵These can signal moods and emotions and often have universal meaning. ¹⁶Frowning, smiling, and grimacing all signal various responses.



•⁵**Body language.** ¹⁷This includes things such as folding your arms across your chest, crossing your legs, leaning forward in your chair, and shaking your head no.

•⁶**Tone of voice.** ¹⁸This refers not to what you say, but how you say it—the elements of speaking that color the use of words, such as pitch, volume, and speed.

¹⁹To communicate as effectively as possible, it is important to recognize and use nonverbal cues that support and help clarify your verbal messages.

²⁰Awareness and practice of your verbal and non-verbal communication will also enhance your skills in interpreting others' messages.

REVIEW TEST 2 *Cont Inued*

Ask questions about the text’s features.

1. _____
2. _____
3. _____

Fill in both columns with information from the passage.

Term	Definition
1. <i>Nonverbal communication</i>	<i>all unwritten and unspoken messages, both intentional and unintentional</i>
2. <i>Touch</i>	<i>body contact such as a handshake, a warm hug, a hand on the shoulder, or a kiss on the cheek</i>
3. <i>Gestures</i>	<i>physical mannerisms that replace words, such as a thumbs-up or a wave hello or goodbye</i>
4. <i>Interpersonal space</i>	<i>the amount of physical space that separates two people</i>
5. <i>Facial expressions</i>	<i>frowning, smiling, and grimacing all signal various responses.</i>
6. <i>Body language</i>	<i>folding your arms across your chest, crossing your legs, leaning forward in your chair, and shaking your head no</i>
7. <i>Tone of voice</i>	<i>how you say something—such as pitch, volume, and speed</i>

WHAT DO YOU THINK?

Assume you are an office manager of a local car insurance office. Several clients have complained about rude or unhelpful attitudes from the office staff. You are conducting a training session on effective nonverbal communication. Write a paragraph to give participants an overview of nonverbal communication and how it affects customer satisfaction. Give examples of some things that employees might do to communicate without words.

an Academic Learning Log: module review

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Summary of Key Concepts of Developing a Reading/Writing Strategy

Assess your comprehension of the reading/writing strategy.

- L2** 1. A reading/writing situation is the occurrence of a person reading text and responding in writing to what was read.
- L2** 2. Reading is an active process during which the reader makes meaning of the text.
- L2** 3. Writing is the process of creating text.
- L2** 4. A reading/writing strategy is a series of steps that coordinates the reading process with the writing process in order to comprehend and respond to text.
- L2** 5. The six basic phases of the reading/writing strategy are preread, read, prewrite, draft, and proofread.
- L3** 6. Before reading/writing, preread, survey, and question.
- L3** 7. Survey is a quick look through a piece of text to activate prior knowledge and clarify a purpose for reading and writing.
- L3** 8. During reading/before writing, read, question, and annotate.
- L3** 9. Annotation is marking text to highlight key ideas or add margin notes.
- L3** 10. After reading/ prewriting, recite, review, and brainstorm.
- L3** 11. Prewriting is reading, thinking, and capturing ideas about a topic before writing a rough draft.
- L3** 12. Three ways to brainstorm are to freewrite, map, and outline.
- L3** 13. A major detail explains or supports a main idea.

MODUL E REvi EW *Cont Inued*

- L3** 14. A minor detail explains or supports a major detail.
- L4** 15. Drafting is the process of taking the ideas generated during prewriting and developing them into an initial version of a written response to a reading passage.
- L4** 16. A topic sentence is a sentence that states the main idea of a paragraph.
- L4** 17. A thesis statement is a sentence that states the main or central idea of a longer passage of two or more paragraphs.
- L5** 18. After reading/writing, review and revise your draft.
- L5** 19. Revising is reworking your draft for clarity, logic, interest, and believability.
- L5** 20. After reading/writing, proofread your draft. Proofreading is preparing your work for publication. Proofreading is correcting errors in a piece of writing.

Test your c omprehension of Developing a Reading/Writing Strategy

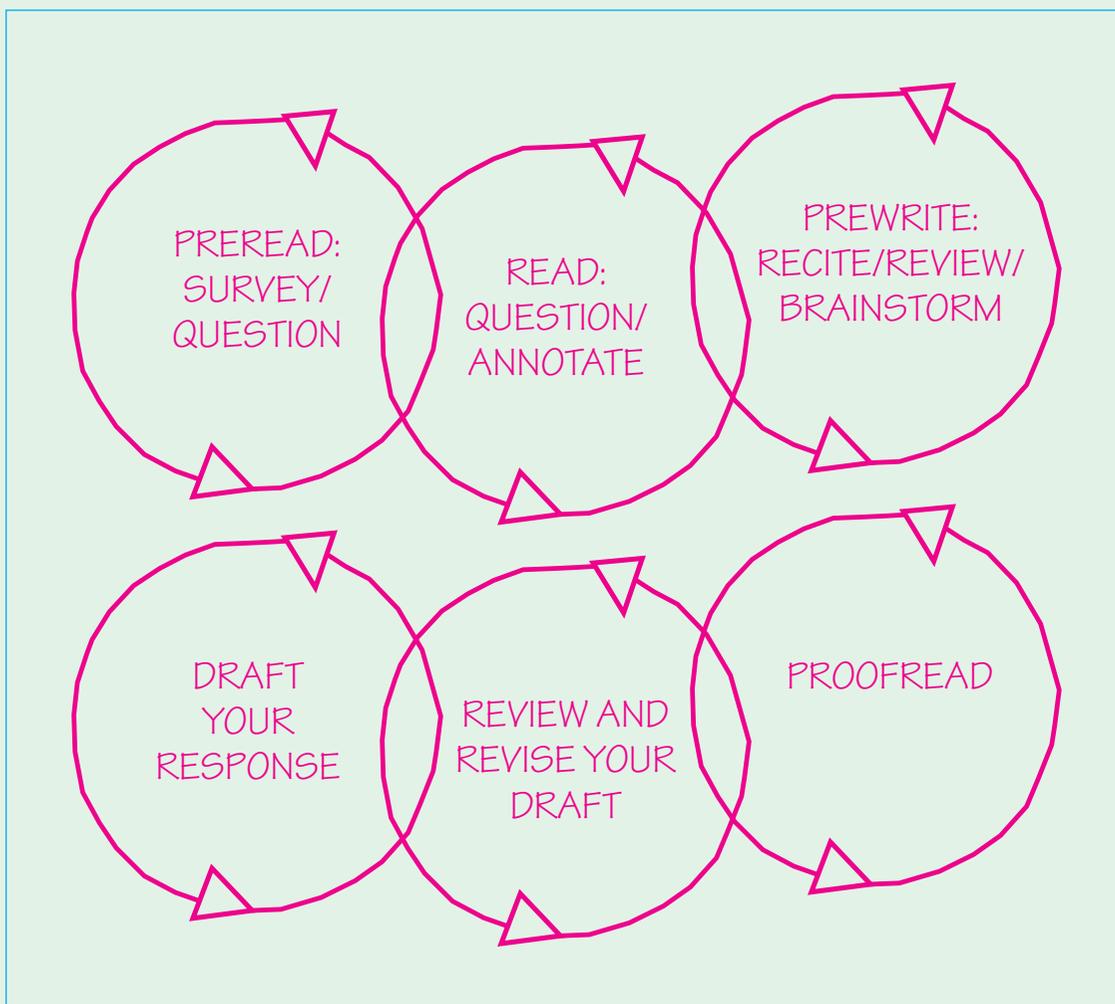
Respond to the following prompts and questions.

L1 L2 L3 L4 L5

In your own words, explain the point of developing a reading/writing strategy.

L1 L2 L3 L4 L5

Create a graph or concept map to illustrate the reading/writing strategy.



L1 L2 L3 L4 L5

- 1. how will i use what i have learned?** In your notebook, discuss how you will apply what you have learned about the reading/writing strategy. When will you apply this knowledge?
- 2. What do i still need to study about the reading/writing strategy?** In your notebook, discuss your ongoing study needs. Describe what, when, and how you will continue studying and using the reading/writing strategy.

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