

**READING FOR
ACADEMIC
SUCCESS**

**Selections from
Across the Curriculum**

ESTELLE SPERO LYNCH

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Across the Curriculum**

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To my parents,
George and Jean

and to my many former students at
Queens College, City University of New York

Introduction

This book is for advanced students of English as a second language with academic aspirations, as well as for students in college developmental reading classes.

The Units

There are eight units, each treating a different academic discipline. Each unit consists of three or four chapters containing unedited, conceptually complete readings on closely related subjects drawn, with few exceptions, from basic textbooks and from other books which might be assigned in college classes. The readings are of general interest rather than of interest only to students planning to major in the field.

Within each unit the readings build from the relatively simple to the more difficult, so that students can build their knowledge of concepts, vocabulary, syntax, and discourse as they progress through the unit.

Every unit begins with *Exploring the Subject*, discussion questions that are intended to introduce the subject and to relate it to students' knowledge and experience—in other words, to prepare the mental set without which reading comprehension becomes an insuperable task. These questions should be considered cooperatively in class.

The Glosses

To facilitate reading for larger units of thought, marginal *glosses* of selected vocabulary items have been provided in the first two or three readings in each unit. The last reading is left unglossed. In addition, essential technical vocabulary is explained before certain readings.

The Exercises

An exercise in *Previewing/Skimming* precedes each reading to teach students to survey a reading for general ideas and organization.

In most chapters, immediately following the reading is an exercise in *Finding the Main and Supporting Ideas*, providing practice in identifying topic sentences and the ways in which ideas are developed and supported.

Work in *Outlining, Annotating, Summarizing, and Note-taking* is introduced in conjunction with main and supporting ideas.

Vocabulary in Context exercises help to free students from total dependence on the dictionary, while *Vocabulary Study* exercises with word form

Introduction

charts and sentences to complete increase the students' grasp of roots and affixes and of sentence structure.

Close Reading directs student attention to important details and features of discourse.

Those sentence structures likely to cause difficulty in reading comprehension are analyzed in *Looking at Sentence Structure*.

The last exercise after each reading is *Putting It All Together*, which provides comprehension, discussion, or true-false questions for class consideration or writing.

Exercises are varied in format and arise from the nature of the reading. In addition to the exercises above, there are occasional exercises on *scanning; tone; definitions; using quotation marks and ellipses; and understanding figures, charts, and tables.*

Using the Book

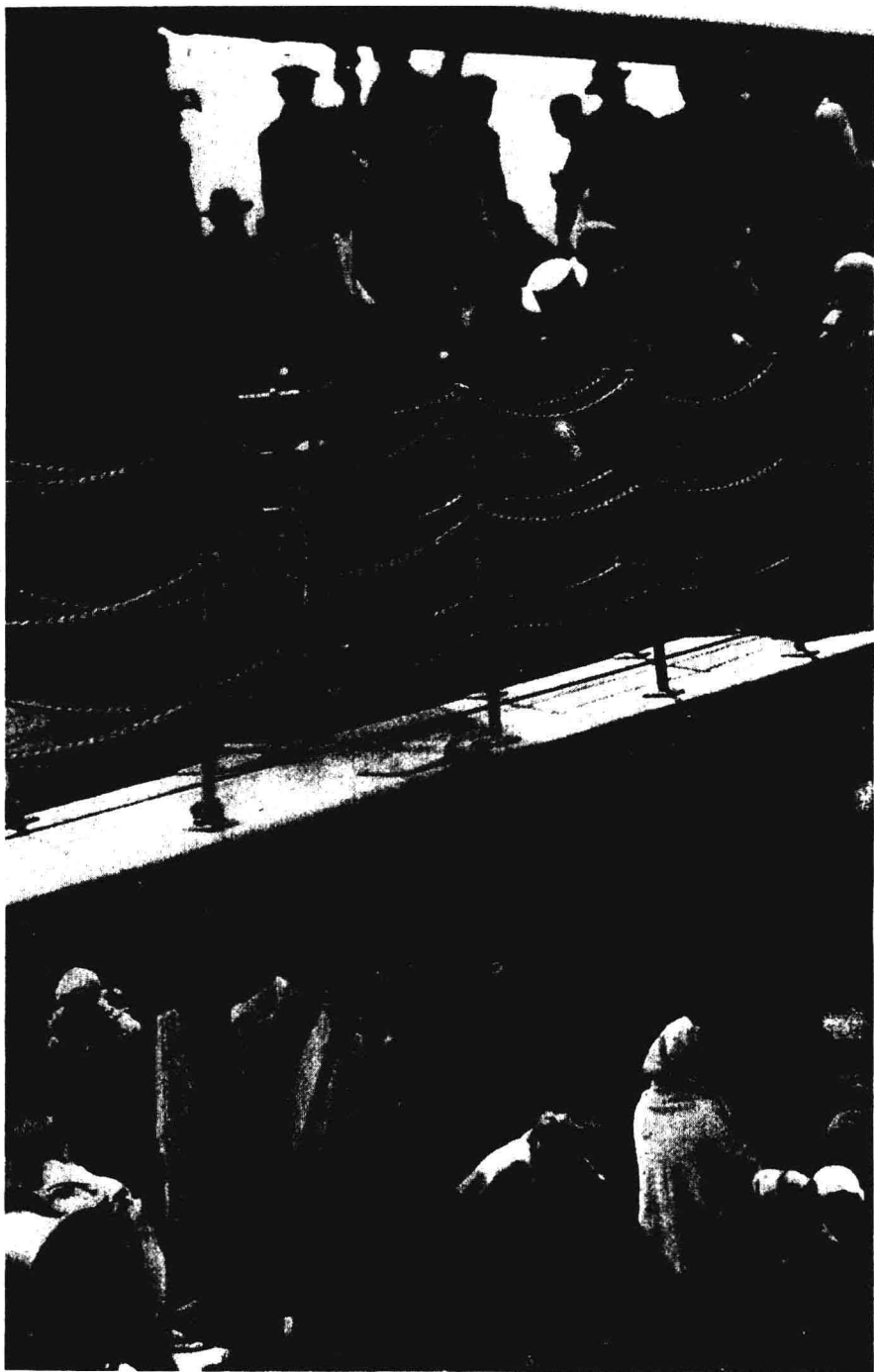
It is recommended that the teacher use the units in the order in which they appear, since exercise types are introduced gradually and the subject matter of the units becomes more difficult. A type of exercise which is new to the class should be done, or at least introduced, in class. Once an exercise is familiar, it can be assigned for homework and reviewed in class, using small groups or general discussion. Student-to-student interaction should be encouraged.

How much of the actual reading is done in class will depend on the sophistication of the students with regard to language and subject matter. Students who have had courses in subject areas in English or in their own language can be enlisted to help explain concepts to others where necessary.

At the back of the book is a list of *Suggestions for Further Reading* which can be assigned to students with special interest in the subject for written or oral reports.

It is hoped that this book will enable students to handle reading assignments in their college careers with greater skill and confidence.

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Alfred Stieglitz, *The Steerage*. (1907). Photogravure (artist's proof) from *Camera Work*, No. 36, 1911. 7¼ × 6½". Collection, The Museum of Modern Art, New York. Gift of Alfred Stieglitz.

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Unit One

History: Immigration

Exploring the Subject

1. Have you settled permanently in the United States? Have members of your family? Why did you decide to emigrate from your country?
2. Why did you choose the United States as your destination?
3. What obstacles were there to your emigration?
4. How did the various members of your family feel about emigrating? Did some choose to remain behind? Why?

Chapter 1

New Problems for Our Country 1865–1900

Previewing/Skimming

It is important to preview and skim the material from textbooks or similar nonfiction sources before you read.

What is previewing? Previewing is quickly looking over a book to get an idea of an author's purpose and of the way the material is organized. Previewing includes

1. examining the title page for the author's name, the book's title, the publisher, and the date of publication;
2. reading the Foreword (or Preface or Introduction) to see what the author hoped to achieve in writing this book and to see whether he or she gives the reader suggestions on how to use the book;
3. reviewing the Table of Contents to see what is included in the book and how it is organized;
4. looking over special material the author may have included, such as a glossary (vocabulary list) or bibliography (list of printed sources used by the author).

What is skimming? Skimming is looking over the particular portion to be read in order to get a general idea of content and organization before reading in detail. Skimming includes

1. reading the chapter title;
2. reading the headings within the chapter or section to be read;
3. reading the first, or perhaps the first and second, sentences of each paragraph.

Why are previewing and skimming important? First, these techniques will help you decide whether you want or need to read a particular

New Problems for Our Country 1865–1900

book or reading selection in more detail. Second, a careful reading becomes easier and more efficient when you have a mental framework (plan) into which you can fit details as you read.

How should one preview and skim? If you cannot do all the steps just suggested, do as many of the steps as you can.

Now preview and skim the following selection, and then answer these questions:

1. What is the area of study of the book?
2. What is the subject of the chapter?
3. What period of time is covered in the chapter?
4. What is the subject of the reading selection? (Look at the main heading in uppercase letters.)
5. What are the two divisions of the selection?

Now read the selection.

New Problems for Our Country 1865–1900

PROBLEMS OF THE NEWCOMERS

Newcomers to Our Shores

Our country had been settled by people from Europe, and after the Civil War, Europeans came here in ever-increasing numbers. The people of Europe had many reasons for coming to America. Many countries had laws saying that all young men must spend several years in the army; the United States had no such law. In Europe wages were low; in the United States wages were high in comparison. There were few chances in Europe for the ordinary man to better himself; in the United States poor boys like Andrew Carnegie had become millionaires. This was

1861–1865

From Laureat Bernard et al., *America and Its People* (New York: William H. Sadler, Inc., 1968), 361–63, by permission.

part of the ideal picture many Europeans had of America. The railroad companies in the United States, as we have read, encouraged many Europeans to come to this country. The factory owners also wanted to have a large number of immigrants as workers.

Between 1870 and 1880, nearly 3 million newcomers arrived in the United States. During the ten years after that, the number was more than 5 million. In the year 1882 alone, nearly 800,000 immigrants arrived on our shores.

Until about 1890, most of the immigrants who came from Europe were from the northern and western parts of the continent: Great Britain, Ireland, Germany, Norway, Denmark, and Sweden. These people had customs that were similar to ours. Moreover, the people from Great Britain and Ireland even spoke the same language as the Americans.

After 1890 there was a change. This is called the "new" immigration. The people of the new immigration came from the southern and eastern parts of Europe: Italy, Russia, Poland, Greece, and Austria-Hungary. None of the new immigrants spoke English, and their customs differed greatly from American customs. Often their clothes were different. They arrived about the same time that the last frontier closed. This meant there was less opportunity to go to the West and start farms, so they gathered in the big cities and tried to get jobs in the factories.

area where settled land ended and unsettled land began

Not all the newcomers were from Europe. Mexicans crossed the Rio Grande into the southwestern states, seeking better wages and better homes. French Canadians came down into New England to find jobs in the mills and factories. Chinese had been brought into the West to work on the Central Pacific Railroad, and after it was completed they continued to come for some years. Then, in 1882, Congress passed a law preventing Chinese immigrants from entering the country.

preventing

The Immigrants Faced Many Problems

Immigrants who arrived in this country after 1890 were faced with many problems.