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POWER



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The Reading - Writing Connection

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*FOR
JASON, JENNIFER, DAVID
AND
DIANE*

PREFACE

POWER: The Reading-Writing Connection is a guided learning text designed to be used in any classroom or lab involved in teaching reading and/or writing skills. Designed to provide instruction and practice, it is sequenced into three progressive reading-writing levels: Level I: The Sentence (reading, 6th–9th), Level II: The Paragraph (reading 9th–12th), and Level III: The Essay (reading 12th–13th). We've used a variation of the familiar SQ4R study technique as a basis for organization. The title, POWER, is an acronym for Preview, Organize, Write, Evaluate and Revise/Review. Its use in the format as well as the content reinforces organization and synthesis while providing a *unified approach* to the skills involved in reading and writing.

The purpose of POWER is to help students progress from their present levels of reading-writing skills to college level reading, study, and writing. Its focus is on a *process*, rather than a *product*. Therefore, it teaches a process of dealing with language which integrates the skills involved in reading, study, and writing. *Students learning this process can adapt it to fit their individual strengths and needs; instructors can adapt it to complement their own teaching styles.* The emphasis is on the student's *integrated practice of the process* towards the goal of college level competency in language.

The organization of POWER is the key to its use. It is based on the premise that study, reading, and writing are components of logical thinking. Students, therefore, learn to conceptualize, organize, and synthesize while they are involved in the process of mastering and integrating individual skills. The organization can be outlined as follows:

- | | |
|-----------|---|
| Preview: | All material. This allows students to interact immediately with the material and/or concepts with which they are confronted. The process includes the preliminary thinking involved in writing as well as reading. The Glossaries at the beginning of each level are an important aspect of previewing the readings included in the text. |
| Organize: | Everything! Students begin by learning the structure of textbook paragraphs and follow the process by integrating their analysis of the organization of reading materials with their own organization of their written work from the sentence to the essay. |
| Write: | Notes, lists, outlines, sentences, paragraphs and essays. Students begin to write in response to the textual material, learning how to construct sentences from a subject-verb base, then proceed to structure a variety of paragraph patterns, and, finally, learn how to compose a complete essay. At each progressive step in this process, they read and analyze the writing of others before they embark on their own. |
| Evaluate: | What students have learned and how well they've learned it. This, of course, reinforces synthesis and integration of the entire language process. Students can, at this point, identify skills they need further work on before entering the next Level of the text. |

Revise/Review: Based upon or correlated with evaluation. Students can review any skill in which they discover a weakness; they can revise any written work not satisfactory. Thus, they can strengthen their base of skills before progressing to the next level of difficulty.

The arrangement of the textual material into three progressive levels allows for placement of students using the text. Students can enter and exit at the level appropriate to their abilities: many students will use effectively Levels I and II, others will enter at Level II and complete Levels II and III. This is possible because each basic skill (e.g., vocabulary, textbook attack, etc.) is taught at each of the three levels of difficulty and complexity. This structure is detailed clearly in the Table of Contents and the chart in Chapter One, page 2.

The major diagnostic feature of POWER is the "Top-Level Reading-Writing Assignment" ending Chapter One. Students are asked to read "Marriage, Rational and Irrational" by Erica Jong, then to organize and write a reaction paper in which they state their own ideas in response. They are not expected to do this well in the beginning, of course. But the assignment has two definite advantages: students learn immediately what their goal is; their instructors learn as quickly how far towards that goal their students are. At the end of the text, students repeat this assignment (using the POWER process) and learn how far they have progressed. Suggestions for presenting these pre- and post-tests, and criteria for evaluating them, are given in the Instructor's Manual.

Because of its organization, the POWER process can be (and has been) effectively taught by novice teaching assistants as well as experienced faculty. It is most effective with students in academic skills courses or labs in reading and/or composition. Although these courses are often taught separately, recent research has demonstrated that an integrated approach to reading and writing is significantly more effective. Basic word attack skills and grammar are not included. Students who need work in these skills can be referred to additional materials.

POWER contains a variety of reading selections sequenced by reading level from grades 6 through 13. Although readability formulas are extremely limited since they do not consider syntax, organization, or content, we felt that some measurable progression of reading selections was necessary. Therefore, we have used the Fry formula throughout. Deviations in the progression have been made where we considered a higher (or lower) level more effective for the skill being taught. Such deviations are discussed in the Instructor's Manual.

The learning process utilized in POWER has proven successful in the Basic Learning Skills and Reading Improvement courses at Central Michigan University with a variety of students. Portions of the text have been effectively used in the 11th and 12th grades at Evart High School, Michigan. We wish to express our sincere appreciation for the cooperation of the Teaching Assistants and all the students who have been involved in the creation and use of POWER over the past few years.

Many other people have contributed in many ways. Dr. Charles J. Ping provided impetus and unfailing support during the inception and early design; Dr. Judith E. Garrett, Karen Anderson, and Mary Mieras made significant contributions to the units in study skills; Dr. Timothy Evans wrote invaluable reviews and suggestions; and our colleagues, particularly F. H. Neuman and Dr. Donald P. Bertsch, gave

unstinting encouragement. To them all we offer a warm thank you. Our special gratitude goes to Gil Imholz and Susan Glick for confidence, understanding, and editorial expertise *nonpareil*. And to Diane Yehl Bandlow—without her, this book would not exist.

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Richard Bandlow

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1



Getting from Here to There: The POWER Process

Many college students feel like the man staring at the map in Clarence Brown's cartoon. Are you one of them? When you consider what is expected of you as a college student, do you too feel as though you don't even know where to begin, let alone how to get to graduation? If so, you are one of the students this text was written for.

POWER is a text-workbook in study, reading, and writing skills. It is designed for you to work through in a step-by-step process, building your skills as you work. Your goal in using this text is to progress from your present level in these skills to a

level which will allow you to handle your college courses *efficiently and effectively*. Our goal is to provide you with both instruction and practice which will help you to achieve well in all your classes. *It is important that you PRACTICE these skills and USE them by applying them to your work in other courses.*

The title of this book, *POWER*, is an acronym^g for Preview, Organize, Write, Evaluate, and Revise/Review. These five titles outline the process of learning detailed in the text. We have organized this process around the central idea that study, reading, and writing skills are part of the larger process of LOGICAL THINKING. Therefore, the organization reflects the logical approach we suggest you take towards studying, reading, and writing. This approach can be briefly outlined as follows:

- P—Preview all relevant material.
- O—Organize this material.
- W—Write: notes, lists, outlines, sentences.
- E—Evaluate what you've read and written.
- R—Revise (what you've written)/Review (what you've read).

“Organize” implies^g an orderly progression of steps and a pattern; this text has both. It progresses in three major steps: the Sentence Level (I), the Paragraph Level (II), and the Essay Level (III). The skills involved in each level are basically the same. The difference is that you will be applying these skills to longer and more complex material as you move from level to level. The pattern is apparent in the way in which the chapters fit into each level and the skill units fit into each chapter. The accompanying diagram of the table of contents illustrates this.

Overall Organization

Chapter title	LEVEL I	LEVEL II	LEVEL III	Units in each level's chapter
Preview —————→	Chapter 2	Chapter 5	Chapter 8	{ Unit A Building Vocabulary Unit B Textbook Attack Unit C Special Skills
Organize & Write —————→	Chapter 3	Chapter 6	Chapter 9	{ Unit D Organizing to Write Unit E Variety in Organization Unit F Reading for Organization
Evaluate & Revise Review —————→	Chapter 4	Chapter 7	Chapter 10	{ Unit G Study Guide Unit H Comprehension Skills and Summary Review

As you can see, each level has three chapters organized to reflect the POWER process. For example, Chapters 2, 5, and 8 (the first chapter in each level) each

^gThe small letter *g* (g) you see following the word *acronym* in the text above indicates that you will find a definition for the word in the glossary which begins the level. The glossary words in this chapter are defined in the Level I glossary on page 13. Words marked this way in each level are found in that level's glossary.

contain three units, A, B, and C. *In each level*, A discusses some aspect of vocabulary skills, B deals with textbook attack skills, and C presents special skills. The *difference* from level to level is that the material and practice exercises become progressively more complex. Chapter 8, therefore, covers the *same skills* as does Chapter 2; but in Chapter 8 they are more involved and are applied to college-level textual materials.

This same organization applies *throughout* the text. Unit D, for instance, always involves organizing to write; in Chapter 3, D, you'll be organizing *sentences*, in Chapter 6, D, you'll organize *paragraphs*, and in Chapter 9, D, you'll organize *essays*.

NOTE: Now is a good time for you to *PREVIEW* this text by looking at the table of contents, unit headings, glossaries, and the general organization.

Each of the units in this text includes an explanation of the particular skills involved, examples of these, and *practice exercises to involve you in the process of learning the skill*.

DO NOT EXPECT TO BE PERFECT.

The exercises are part of the process of learning. They are *not* "tests" in the academic sense, although *you* can use them to test your own progression from level to level. However, you will not be taking full advantage of this text if you limit your "practice" to the exercises in it.

PRACTICE THESE SKILLS IN OTHER COURSES.

Let's make a few comparisons between some physical skills and the skills you'll practice in this course. If you wanted to learn to play tennis, you'd certainly want to play more often than your once-a-week tennis lesson. No skill can be learned without using it at various times in various situations. And even though we all take reading and writing for granted, they are very complex skills, as is tennis. Even the greatest writers are continually learning and practicing. But since reading and writing are very basic skills, we might also compare them with a simpler physical skill—running. Most of us can run, but there's a vast difference in how far, how fast, and how well we run. Similarly, there are degrees of ability in reading and writing skills. As you practice these skills, you'll learn your strengths, weaknesses, and particular style. *Once you become skillful, you can adapt the process to suit yourself.*

We have organized the instruction and exercises in POWER to give you the continual opportunity to learn the basic subskills, put these together into a larger skill, and then combine these skills into a major, complex skill. (If this sounds confusing, think of finger exercises combining with hand to arm to torso exercises.) Each level contains a review of the skills you've learned and a chance to combine these before you go into the next level. As you progress through the book, refer occasionally to the table of contents to see where you've been, where you are, and where you're going. (To help you know where you are at any point in the book, we've included the level number, chapter title, unit letter and title at the top of the page.)

To give you an immediate idea of the skills involved in "where you're going" at the start of the process, we've asked you to try a "top-level assignment" *before* you begin work in the text. This assignment requires you to read an article by Erica Jong

and respond to it by writing your own essay. When you've completed the text, you'll be asked to try the same assignment again. You'll then discover whether you've "gotten there."

You may find this college-level assignment difficult at this early stage in your learning. If so, do not despair. Its purpose is not to discourage you, but rather to encourage you to begin the learning process with a sense of where you're going. You may do well on certain parts of the assignment, not so well on others. But at least you'll have a sense of where you are at the start of this course.

REMEMBER: You are learning to learn, learning how "to get there." And it's more *process* than content (facts) which will educate your mind to studying, reading, and writing. It is, therefore, important to practice the process, however tedious this may seem, before it becomes habitual. After you've practiced it thoroughly, you will be able to vary the elements and adapt the POWER process to your own style, habits, and resources.

WHEN YOU HAVE SUCCESSFULLY COMPLETED LEVEL III, YOU WILL HAVE ACQUIRED A LEARNING PROCESS WITH WHICH YOU CAN CONFIDENTLY APPROACH ALL YOUR COLLEGE WORK.

TOP-LEVEL READING/WRITING ASSIGNMENT

The assignment which follows is one which can be labeled a "top-level" assignment. It involves reading a thought-provoking, controversial article, comprehending it, considering whether you agree or disagree, and writing a "reaction paper" in which you clearly set forth your ideas.

Specific directions for the assignment will be given at the end of the article. Again, if you find this reading/writing challenge rather difficult, don't worry about it. Just do as well as you can. One of *your* purposes in doing it is to discover what you will be expected to handle in college, and what you can expect to be able to do well when you have completed your work in this textbook.

REMEMBER: Your purpose for *reading* is to understand fully what the author, Erica Jong, is saying. If you wish to jot down notes or questions as you read, or if you wish to read the article more than once before you begin the exercises, feel free to do so.

Marriage, Rational and Irrational

What I want to write about is the obsolescence of marriage, the illusion of security, the great shuck of "certainty." Nothing is more uncertain than certainty, more impermanent than permanence.

The truth is: Marriage was *never* permanent. Any colonial graveyard will tell you that. Marriage was permanent for women—especially when they died in

childbirth at the age of twenty, twenty-five, thirty, thirty-five. But for men, it was a series of bereavements, followed by the taking of a new young wife. Note the Papa gravestone, dead at eighty-five, surrounded by all the little Mama gravestones, dead at twenty, twenty-five, thirty, thirty-five. And all the little baby gravestones, dead at six months, two years, seven years, ten years, etc. Life was fatal to women and children. It was fatal to men too, of course, but not nearly as quickly.

When one of those children who made it to manhood was so unfortunate as to have a wife who withstood all those birthings, all those terrible infant deaths, he could obtain sexual variety through adultery. It was not looked on with *honor*, of course, but a man who indulged was thought to be a lusty lad, while a woman who did was thought to be a whore. Moreover, the strict conditioning of women to deny their own bodies, their own sexuality, was a more effective chastity belt than one made of iron. Many women believed that it was sinful to even *think* about sex—let alone *do* it—while they believed it was man's nature to play around. There are still women who believe this, who accept without much question a chastity belt made of their own inhibitions, their parents' admonitions, their fear of being hurt.

There are three major reasons why the nature of marriage has changed today and all of them derive from technology and the changes it has brought in our society. First, women rarely die in childbirth; second, all people live longer; and third, childbearing and rearing occupy a decade or two rather than a whole lifetime. The institution of marriage, which essentially lasted because it suited the needs of men, has not readjusted to this change. Its practical utility is utterly gone and has been replaced by a wispy and romantic belief that it represents "mature commitment" (as the jargonizing shrinks say) or "security"—as most of us say—before life teaches us there is no such thing.

Marriage does not protect one against betrayal; married people cheat on each other all the time. It does not offer protection to the family; families split up every day. It does not offer financial protection to women with small children; many of them have to work to make ends meet while married, and after a divorce the law has no way of compelling a former husband to pay child support if he chooses to skip the state—unless the wife can afford to go through lengthy, costly legal procedures. Over 40 percent of divorced women with children receive no support *whatsoever* from their husbands after the first year of divorce. This is especially cruel on the woman who has bought the whole "*Kinder, Kirche, Kuche*" lie and not prepared herself for anything but being a housewife. She is asked suddenly to change gears and to compete with men in an arena for which she is unready and which is unready to accept her.

Marriage offers little enough protection to the housewife, but for the career woman it offers still less. While married, she shares expenses with her husband; and, after a divorce, in many states she gets nothing at all, or in fact often has to give up property she helped pay for. If she is not deemed the head of the household; and, if she files her taxes separately from her husband, she is taxed at a much higher rate than a single person. Considering that in some states she stands to receive nothing when the marriage breaks up, she would be far better off financially to live with her man and her child without being married. Legal marriage in no way compels people to be committed to each other after they no longer wish to be. It does not guarantee emotional security.

The fact of the matter is that *nothing* guarantees emotional security. Perhaps it would be better to be raised with that conviction than with the delusion that

some legal action—like marriage—can guarantee future security. Perhaps if we were prepared in that way, we would not be so utterly outraged when the years reveal to us that security is a mirage.

Getting married always reminds me of castling the king in a chess game. It does not really protect against checkmate—but it gives the player a temporary illusion of security while it restricts that sluggish piece's moves even more than usual and may ironically result in his entrapment. In childhood, it was my favorite move. But then, I am a woman who married twice—though with grave misgivings each time. On each occasion I took the commitment of marriage with great seriousness, remained utterly faithful for years, and stayed in the relationship far longer than was good for my emotional well-being. This is probably because I regarded the breakup of a marriage as a deep personal failure—and I could not admit to such a failure.

Marriage also caused me to give up parts of myself which I now regret having lost and which are, in a sense, irretrievable. To please my often unpleaseable second husband, I took his name as my *nom de plume* and now I am destined to be an artificial Chinese-American for the rest of my writing life. I had, to say the least, a certain emotional attachment to my maiden name. It represented my childhood, my attachment and gratitude to my mother and father, a whole identity honed at home and school. But I gave it up because my husband insisted on my using his name as the price of our peaceful coexistence; and, now that I have made his name famous, I am stuck with it—even though I am no longer with him. Other losses incurred in the marriage are too intimate to discuss. The theft of my name will have to serve as the symbol of them all.

Asking another person to give up a token of her identity is not an act of love, but one of possession. In fact, most of the conventions of marriage have to do with possession, not love. Love should mean allowing the other person to grow and to change rather than attempting to trap her in one's own neurotic rituals or attempting to impose one's own identity.

The odd thing is that the true content of marriage never really becomes visible to us until the marriage breaks up. During the marriage we deform our minds to the belief that we have the best life situation possible. We do this because otherwise we would find our situation intolerable. If we are unfulfilled in marriage, we tell ourselves that everyone is. If we fail to communicate with our spouses, we try to believe that communication between men and women is impossible.

Of course this is not true; and, sooner or later, if we are capable of growth, we have experiences which convince us that our despair was a self-created prison. In my own case, I began to emerge from the despair of my second marriage when I realized that a number of friends far older than I had found far better relationships quite late in life. The suicide of a beloved friend also jolted me out of despair; life was suddenly too precious to spend it in a relationship that gave more pain than pleasure.

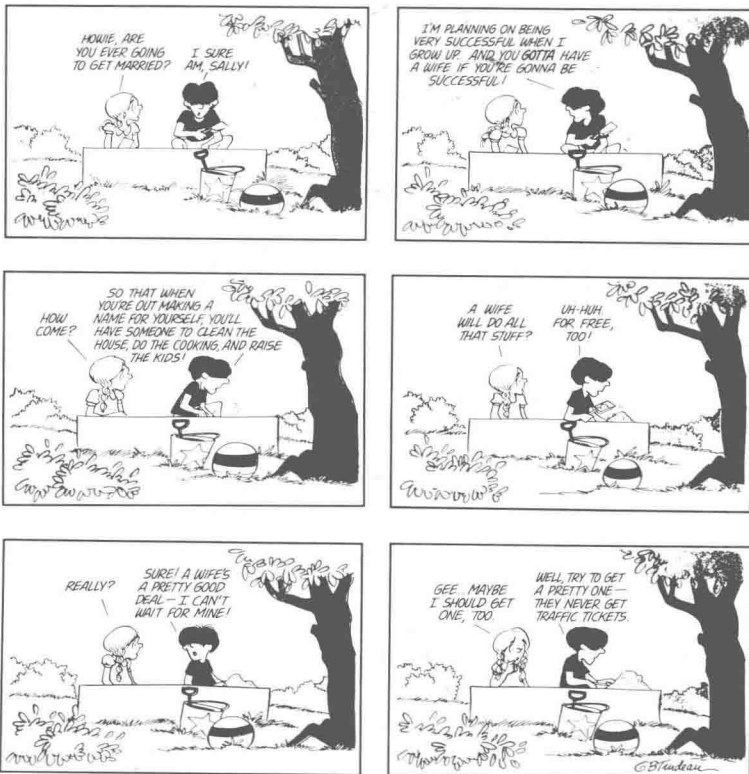
In *Rabbit Redux*, Updike's protagonist, Rabbit, says, "Growth is betrayal." In marriage this is particularly true. One partner grows, the other does not, and the result sooner or later *seems* like betrayal. Many mothers feel betrayed by their children's growing up, many husbands by their wives' growing up.

When the marriage comes apart, we suddenly realize what it was made of in the first place. Like those of a toy that has fallen and smashed on the floor, its

inner workings are revealed only in its destruction. Usually the dissolution of a marriage reveals a great haggling over possessions—including children (whom many people unfortunately regard as possessions). We say, sadly: "What a shame that love ends with a haggling over possessions." But this is sentimental. Something that ends with haggling was not love in the first place. It was possession, and so it naturally ends with haggling over possessions. The trouble is we did not even know the terms of the contract when we made it; we only found them out when we attempted to dissolve it. We made the contract with all sorts of romantic talk of "commitment" and lifelong devotion. Till death do us part. Or till the death of illusion.

This is not to imply that I cannot conceive of a sort of marriage that would reflect love rather than possession; but it is certainly not the custom of the country at this time, nor does the law inspire it. The law, as far as I can see, offers no protection for married people and quite a number of liabilities when a marriage is dissolved.

A real marriage of love would be one in which no exploitation took place and in which certain humanitarian provisions were made in case of dissolution of the marriage. Nobody would be required to take anyone else's name—though a couple could certainly create a joint name if they wished to symbolize their union that way. All expenses would be shared, fifty-fifty if possible, and if not, prorated on the basis of the earnings of each. The remainder would be banked or invested, each partner having his or her own hoard and possibly having one joint hoard for



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