

PROBE

Glock • Bender • Haydon • Johnson • Schrick • Faith • Todd

PROBE

College Developmental Reading

Second Edition

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preface

This program is designed to help college students improve those reading skills necessary for completing their assignments more rapidly and efficiently. These skills are also basic to effective functioning in future vocational and professional work.

As described in the *To the Student* section, the program provides for the varied needs of today's young men and women. The program is engineered for individual or group work. It can serve as a core program or as a supplement to other planned procedures. We would add that high school students and out-of-school adults have found that PROBE provides the basic instruction that they need.

We believe that we have maintained the integrity of our program by refusing to compromise high standards of performance. It is a fundamental principle of learning that unless the reading exercises are integrated with the substance of assignments to be read or directions to be followed, the necessary transfer will not occur. The materials we have selected are challenging; it would profit the student little if he could read easy materials but be completely frustrated with the discussions in his texts. Motivational theory dictates that very easy tasks or very difficult ones are either boring or frustrating. We have chosen passages at a level of difficulty which will bridge the gap between our program and required reading tasks.

The self-teaching potential of PROBE is unique. Not only is the student informed of the correct answer to an exercise but he is given an explanation of why one answer is right and why several other possibilities are wrong. Here again, we have applied psychological principles. Concept formation demands the introduction of negative as well as the positive instances. This approach is in contrast to the superficiality too often envisaged in many developmental reading exercises.

A three-year period was required to select the textual materials, write the program, and field test the first edition. Partial support for the research necessary to develop this material came from Vocational Education and Hatch Act funds.

This revised edition is based on meticulous application of feedback from those using the program. Most of the selections have been replaced with self-motivating materials. The tape script is unique in its lack of pedantry. Humor abounds and conversational style is emphasized. Structure of the hierarchy of the program's learning tasks has been clarified; students can progress from unit to unit with ease and understanding.

Those of us who developed PROBE, Second Edition, express our sincere appreciation to Roger Haydon, Helen Johnson, Susan Schrick and Marina Todd. Their dedication and competency contributed greatly to the quality and completion of the revision.

Roger Haydon's sense of humor and conversational style has given us a tape manuscript that is far more interesting and exciting than the original version of PROBE.

Both Helen Johnson's and Roger Haydon's contributions in organization and development of basic concepts makes it easy for students to progress from step to step.

Susan Schrick wrote numerous original drafts and selected a number of the most interesting reading selections.

Marina Todd was responsible for the first unit introducing the vocabulary sequence.

Thanks are due to the many persons on Stone Hall's secretarial staff who helped us in this project. Special thanks are due to Carolyn Cornish, Shirley Preston, Lois Snyder, and Jean White.

Marvin D. Glock

to the student

The aim of this program is to help you understand your college reading. Writers of textbooks or other material have information they are trying to give you. You cannot receive this information unless you understand exactly what the writer means. When we talk to each other, the inflection of our voices can pinpoint what we are trying to say. Often, a single word, a gesture, or even a grunt can convey a great deal of information. Writers, however, cannot depend on such clues. They have to use sentences, paragraphs, articles, and diagrams to make their meaning clear to the reader.

This program differs from other reading programs. One difference is the flexibility that the tape recorder allows you. You can work when *you* have the time, not according to someone else's schedule. You can experience anytime the program without the tapes, however, since complete answers are located in the back of the book. Directions for the exercises are clearly stated in the text.

Another advantage of the tape recorder is that you cannot get behind. You can work at your own pace. If you are puzzled by a certain idea, you can listen to it again. You can turn off the tape for as long as you like while you think about what you have heard or read.

Instead of having to listen to the phrase "turn off the tape" all the time, you will hear a tone when it is time to stop listening to the tape. In the book you will see a symbol (Ⓢ), either *at the end of a sentence or after a paragraph or section*, when it is time to start listening to the tape again.

The first unit introduces the vocabulary program. At the beginning of each succeeding unit there is a series of vocabulary exercises.

The purpose of the vocabulary exercises is to provide you with skills to determine meanings of words you do not know. The use of affixes, roots, and context is stressed. Knowing how to apply this skill is similar to using a master key. Rather than needing a key to unlock every door—in this case, to unlock the meaning of every word—you can use a single tool. When these skills aren't helpful the dictionary can be used to understand what a word means. Exercises to help you develop this skill are included. Since the harder words are either a part of the vocabulary exercises or appear in the glossary at the end of the book, many difficulties that you might encounter in word recognition are eliminated.

Here is how the remainder of the program is arranged. The second and third units provide exercises for recognizing a sentence and its subject and predicate. You will be able to understand which parts of a sentence make up the main idea and which parts do not. This information also will make it easy to determine whether a sentence has more than one main idea. In addition, the role of phrases and clauses as they relate to main ideas will provide further help in comprehension.

Units 4, 5 and 6 give practice in analyzing paragraphs. First, you must be able to determine whether a series of sentences actually forms a paragraph. Are they closely enough related? Then you need to identify the topic of a paragraph and recognize the various ways in which a topic can be developed. To assume comprehension you should be able to state the difference between a topic and the main idea of any given paragraph. Understanding how a paragraph is organized will also aid your understanding. If you are then able to write an acceptable summary of any

given paragraph, it is likely that you can read an article or your text and be assured that you have gotten the important information.

Just as sentences are put together to form a paragraph, so paragraphs fit together to form longer passages and articles. Units 7 and 8 provide exercises in reading these longer passages. The most important goal of the program is for you to read with full understanding an article or a textbook chapter. To do this you must recognize the topic and main idea of an article or chapter. Determining topics and main ideas is a first step. Then you need to understand how each paragraph helps to develop the topic and main idea of the passage. When you are able to write a concise summary of the article or chapter, you can be assured that you are reading with understanding.

However, just to be certain that you can apply all you have learned, Units 9, 10, 11, and 12 provide further practice in relating these skills to study techniques. Unit 9 demonstrates how these skills can be used in underlining and outlining. Unit 10 takes you a step further into the ability to read critically. We sometimes refer to this skill as reading between the lines. The intelligent reader must determine whether an author is relating facts or opinions, whether the writer's reasoning is logical or faulty, and how the author feels about the topic. Recognizing for whom the piece is written and why give further insight into making an objective appraisal of the work.

Unit 11 introduces you to the technical language of statistics and provides practice in the interpretation of tables and graphs. Unit 12 shows how the many aids in a text book will help you to use a volume more effectively. The preface, copyright information, table of contents, bibliography, glossary, and index are all designed to make you a more effective reader. Specific suggestions and practice exercises are included to aid you in reading an assigned chapter in your text. You will be given practice in using the introduction, summary, headings, chapter questions, and suggested readings.

Let us now discuss the organization of each unit of the program. At the beginning of all units is a list of *Objectives* indicating what you should be able to do after completing the exercises. Except for Unit 1, you will find a vocabulary section. As indicated above, Unit 1 is devoted entirely to vocabulary.

Following the vocabulary section, there is a *Summary Introduction* to the reading skills that are to be developed in a unit. It serves as an advanced organizer orienting you to the purposes of the various exercises. Examples are presented and worked through.

A *Pretest* is then presented which consists of passages and questions like the ones found in the unit. If you answer correctly most of the questions on a pretest, you can probably skip that unit and go on to the next one. There is no reason for you to waste time on material you already know. On the other hand, if you find you need additional practice after working through a unit, you should seek additional help.

Following each pretest, *Practice Sets* contain exercises to help you meet the objectives of the unit. Examples and samples are included to supplement directions, units are concluded with a practice set designated as a *Wrap-up*. Wrap-up exercises integrate the various skills developed in the unit and provide an opportunity for further application. These exercises should help you to transfer what you have learned to your everyday reading commitments.

The program is flexible and may be used in a number of ways. For example, if you are interested only in vocabulary improvement, complete Unit 1 and the vocabulary exercises for the following units. You can check answers to the vocabulary exercises with the given printed short answers or by running the taped answers at the beginning of each tape for a unit. On the other hand, you can do the reading exercises for a unit by eliminating the vocabulary exercises. Look at the printed answers or run the tape through to the answers for practice set one of each unit.

Another use for the program might be to get an overall review of reading skills. Read the summary introduction to each unit with its examples and do the pretests.

Check your answers with the printed ones. There are no taped answers for the pretests.

Many college students are concerned about how fast they read. Even though this program is not aimed directly at improving speed, your rate will increase naturally as you become a more skillful reader. When you know what to look for in your assignments in a book or article, you will not waste time trying to figure out what is important and you will remember more with less effort.

acknowledgments

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