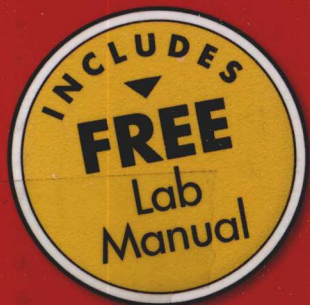
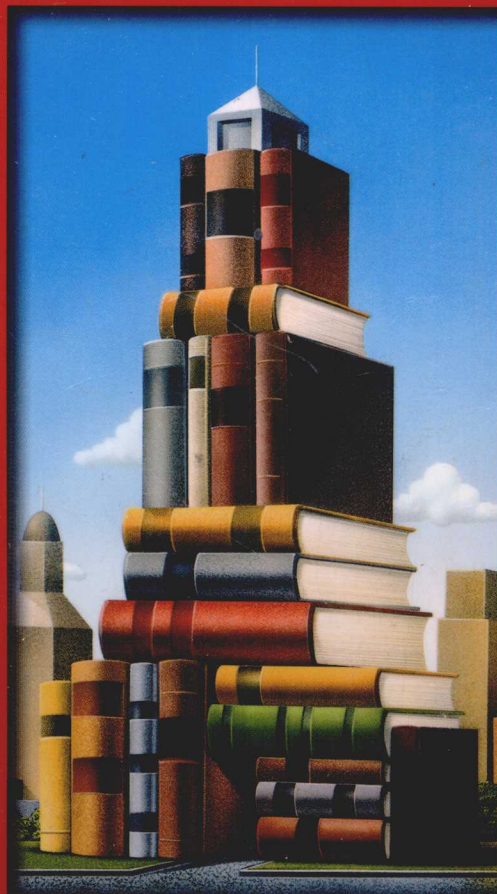
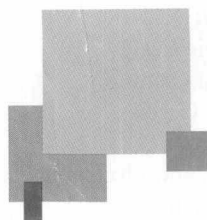


THE EFFECTIVE READER



D. J. HENRY



The Effective Reader



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Library of Congress Cataloging-in-Publication Data

Henry, D. J. (Dorothy Jean)

The effective reader / D. J. Henry.

p. cm.

ISBN 0-321-10542-7 (student ed.)—ISBN 0-321-10543-5 (instructor's ed.)

1. Reading (Higher education) 2. Critical thinking—Study and teaching (Higher)
3. College readers. I. Title.

LB2395.3.H48 2004

428.4'071'1—dc22

2003022589

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Please visit us at <http://www.ablongman.com/henry>

ISBN 0-321-10542-7 (student ed.)

ISBN 0-321-10543-5 (instructor's ed.)

1 2 3 4 5 6 7 8 9 10—WCT—06 05 04 03



Preface

Dear Colleagues:

The story of Annie Sullivan and Helen Keller is one of my favorite success stories. Annie patiently, lovingly tapped thousands of words into Helen's palm, knowing that Helen's stubborn rebellion would melt once the flame of knowledge was ignited. These two remarkable women and their teaching and learning relationship serve as reminders of two ideals: reading empowers an individual life, and our work as instructors is of great and urgent importance. Many of our students come to us needing to reinforce the basic skills that make effective reading and clear thinking possible. Too often they struggle with text structure and feel uncertain about their comprehension. However with solid instruction and guided practice, these students can discover the power and pleasure of reading. *The Effective Reader* has been designed to address these challenges.

Guiding Principles

The Effective Reader was written to develop in students the essential abilities that will enable them to become effective readers and critical thinkers.

Practice and Feedback

Mohandas Gandhi said, "An ounce of practice is worth more than tons of preaching." We all know that the best way *to learn* is *to do*. Thus, one of the primary aims of this text is to give students plentiful opportunities to practice, practice, practice! Every concept introduced in the book is accompanied by an explanation of the concept, an example with explanation of the example, and one or more practice exercises. Each chapter also contains a chapter review, brief skill applications, six review tests, and eight mastery tests. An added bonus is the Lab Manual, which provides even more practice, both in the book and on the World Wide Web. For ease of teacher feedback, scoring sheets are provided for the review and mastery tests. The activities in the Lab Manual can be scored

in the printed book or scored electronically in the Lab Manual Online. Electronic scoring can even be sent directly to the teacher's grade book.

High-Interest Reading Selections

"To waken interest and kindle enthusiasm is the sure way to teach easily and successfully." Tyrone Edwards's words are particularly true for developmental readers. For many, enthusiasm for reading is stimulated by material that offers high-interest topics written in a fast-paced style. Every effort has been made to provide reading passages in examples, reviews, and tests that students will find lively and engaging. Topics are taken from issues arising out of popular culture and textbooks—some examples are gangs, movies, weight loss, sports figures, depression, interpersonal relationships, drug use, nutrition, inspirational and success stories, role models, stress management and exercise—all written in active language using short, lively sentences. A special effort was made to include a variety of passages from textbooks across the curriculum.

Comprehensive Approach

Anton Chekhov said, "Knowledge is of no value unless you put it into practice." *The Effective Reader* builds knowledge by offering several levels of learning. First, students are given an abundance of practice. They are able to focus on individual reading skills through a chapter-by-chapter workbook approach. In each chapter of Part One, Review Test 6 offers a multiparagraph passage with items on all the skills taught up to that point. Students also learn to apply all the skills in combination in Part Two, "Additional Readings," and Part Three, "Combined-Skills Tests." In addition, Chapter 11, "A Reading System for Effective Readers," teaches students how to apply their reading skills to the reading process before, during, and after reading by using SQ3R. Finally, the Lab Manual offers reinforcement of reading skills; it also gently guides students into successful experiences with technology as a learning tool. The aim is to provide our students with varied and rich opportunities to learn and practice reading skills and to apply reading processes.

Textbook Structure

To help students become skilled readers and critical thinkers, *The Effective Reader* introduces the ten most important basic reading skills in Part One and then provides additional readings in Part Two, combined-skills tests in Part Three, and supplemental practice in the bound-in Lab Manual.

Part One, Becoming an Effective Reader

Ten essential reading skills are introduced sequentially in Part One. Each chapter focuses on a particular skill.

- Chapter 1, “Vocabulary Skills,” fosters vocabulary acquisition during reading by using a mnemonic technique: SAGE stands for Synonyms, Antonyms, General sense of the passage, and Example. The chapter also develops language skills by demonstrating how to determine word meanings from prefixes, roots, and suffixes.
- Chapter 2, “Stated Main Ideas,” offers both verbal and visual strategies to enable students to see the building-block relationship among topics, main ideas, and supporting details and explains strategies to identify main ideas along with extensive practice in doing so.
- Chapter 3, “Supporting Details, Outlines, and Concept Maps,” identifies the differences between major and minor details and teaches the students the structure of a text by offering instruction and practice in the applications of outlines and concept maps.
- Chapter 4, “Implied Main Ideas and Central Points,” furthers students’ understanding about the central point and main idea by explaining the unstated main idea, stated central points, and unstated central points. In addition, the chapter offers extensive practice in identifying implied main ideas and central points.
- Chapter 5, “Relationships I: Transition Words and Patterns of Organization,” introduces the fundamental patterns of organization and the words that signal those patterns. Students are given numerous opportunities to practice identifying the signal words and their relationships to the patterns of thought they establish. The chapter includes the listing, time order, and classification patterns.
- Chapter 6, “Relationships II: More Patterns of Organization,” introduces more complex patterns of organization and the words that signal those patterns. Just as in Chapter 5, students are given extensive practice opportunities. Chapter 6 introduces the definition and example, comparison-and-contrast, and cause-and-effect patterns.
- Chapter 7, “Fact and Opinion,” explains the differences between fact and opinion and develops the higher-level thinking skills that enable students to separate fact from opinion through extensive practice.
- Chapter 8, “Inferences,” carefully addresses the advanced skill of making inferences by dividing the necessary mental processes into units of activity. Students are taught the basic skills necessary to evaluate an author’s purpose and choice of words.

- Chapter 9, “Purpose and Tone,” continues the students’ study of the importance of word choice and the author’s purpose. Detailed instruction and extensive practice develop the students’ ability to determine whether the author’s purpose is to entertain, to inform, or to persuade.
- Chapter 10, “Argument,” teaches the logical thought process that examines the author’s claim and supports. Students learn to recognize the author’s claim and to evaluate supports as adequate and relevant.
- Chapter 11, “A Reading System for Effective Readers,” guides students through the reading process. Stages of the SQ3R process are explained thoroughly, with ample opportunities for practice, review, and mastery. The aim is to show students how to apply the skills they acquire in each of the chapters to reading before, during, and after reading.

Part Two, Additional Readings

Part Two is a collection of ten reading selections followed by skills questions designed to give students real reading opportunities and the ability to gauge their growth. This part begins with a key discussion about the relationship between reading and writing, and offers a few pointers on basic writing skills. The readings, which include magazine articles and textbook excerpts, were chosen based on each one’s likelihood to engage, encourage, and motivate readers. Each selection is followed by skills questions so that students can practice all the skills taught in Part One. The skills questions are followed by discussion and writing topics so that students can practice making connections among listening, speaking, reading, and writing.

Part Three, Combined-Skills Tests

Part Three is a set of 15 reading passages and combined-skills tests. The purpose of this part is to offer students ample opportunities to apply reading skills and strategies and to become more familiar with standardized testing formats to help prepare them for exit exams, standardized reading tests, and future content course quizzes, tests, and exams.

Part Four, Reading Enrichment

Supplementary material is provided here for two important skills.

- Appendix A, “Reading Graphics in Textbooks,” offers basic guidelines for reading and analyzing graphics, followed by specific examples and explanations of tables, line graphs, bar graphs, pie charts, diagrams, and pictograms.

- Appendix B, “Reading for Logic: Fallacies and Propaganda” offers extensive explanations and practice of several common logical fallacies and propaganda techniques. The logical fallacies include circular reasoning, personal attack, straw man, false cause, false comparison, and either-or. The propaganda techniques covered are plain folks, bandwagon, testimonials, transfer, name calling, glittering generalities, and card stacking.

Chapter Features

Each chapter in Part One has several important features that help students become effective readers.

Instruction, example, explanation, and practice: The chapter skill is broken down into components, and each component is introduced and explained. Instruction is followed by an example, an explanation of the example, and a practice. For example, Chapter 1, “Vocabulary Skills,” is broken into four components: synonyms, antonyms, general sense of the passage, and examples. Each of these components has its own instruction, example, explanation, and practice exercises.



Textbook Skills: In the last section in each chapter, students are shown the ways in which the skills they are learning apply to reading textbooks. These activities, signaled by the icon to the left, present material from a textbook reading and direct students to apply the chapter’s skill to the passage or visual. In a concerted effort to prepare students to be effective readers in their content courses, activities that foster textbook skills across the curriculum are also carefully woven throughout the entire textbook. The Textbook Skills icon signals these activities.

Visual Vocabulary: The influence of technology and the media on reading is evident in the widespread use of graphics in newspapers, magazines, and textbooks. The first Textbook Skill, in Chapter 1, zeroes in on the much-needed skill of blending information in visuals (such as photographs, charts, and graphs) with text for full comprehension. Throughout this textbook, visual vocabulary is presented as part of the reading process, and students interact with these visuals by completing captions or answering skill-based questions. The aim is to teach students to value photos, graphs, illustrations, and maps as important sources of information.

Chapter Review: Every chapter includes a fill-in review of the information presented in each chapter about a particular reading skill. Students complete statements with words from a word box. The Chapter Review serves as a comprehension check for the reading concepts being taught.

Applications: Immediately following the chapter review, brief applications give students a chance to apply each component of the reading skill as a strategy.

Review Tests and Mastery Tests: Each chapter has six Review Tests. Review Tests 1 through 5 are designed to give ample opportunity for practice with the specific skill taught in the chapter; Review Test 6 offers a multiparagraph passage with combined-skills questions based on all the skills taught up to and including that particular chapter. Review Test 6 also gives discussion and writing topics so that teachers have the opportunity to guide students as they develop critical thinking skills. Each chapter includes eight Mastery Tests; most of the Mastery Tests are based on excerpts from science, history, psychology, social science, and literature textbooks.

Lab Manual and Lab Manual Online

**Lab
Activity 1**
Page 745

The Lab Manual is a collection of 58 activities designed to provide additional practice and enrichment for every topic in *The Effective Reader*. Each skill chapter is accompanied by five lab activities. These activities can be used by instructors to add flexibility and interest to the class or by individual students for additional practice. Lab Manual activities, signaled by the icon to the left in *The Effective Reader*, are tied directly to specific lessons in Chapters 1 through 11. The Lab Manual also has a print component, bound into the back of this book, and an online component, the Lab Manual Online, accessible at <http://www.ablongman.com/henry>. Print and online options give students a range of opportunities to practice becoming an effective reader. The Lab Manual includes the following important features:

- Innovative strategies help students become skilled readers. For example, Lab Activities 6, 7, and 8 in the Lab Manual Online include flashcard demonstrations that students can view before making their own vocabulary flashcards.
- Numerous textbook paragraphs and longer passages are reprinted without alteration from a wide range of academic disciplines.
- Poetry, excerpts from short fiction, literary nonfiction, and newspaper articles are reprinted to help students develop strategies for reading material from diverse sources.
- For students in Florida and Texas, practice diagnostic and achievement tests are provided for state-mandated tests:

The Florida College Basic Skills Exit Test for Florida students

The Texas Academic Skills Program (TASP) Test for Texas students

- The Lab Manual Online is available as a Web site or in classroom management platforms such as Course Compass, WebCT, and Blackboard.

- Students' answers can be recorded in the Lab Manual in the book and turned in during class, or students can submit answers for electronic grading in the Lab Manual Online.

The Longman Teaching and Learning Package

The Effective Reader is supported by a series of innovative teaching and learning supplements.

The **Annotated Instructor's Edition (AIE)** is a replica of the student text, with all answers included. Ask your Longman sales representative for ISBN 0-321-10543-5.

The **Instructor's Manual**, prepared by Susan Pongratz of Thomas Nelson Community College, features teaching strategies for each textbook chapter, plus additional readings that engage students with a variety of learning styles and encourage active learning through class, group, and independent practices. Each chapter includes an introduction designed to hook the students, reproducible handouts, and study-strategy cards. Also included are a 10-item quiz for each chapter and a summary of corresponding activities in the Student Lab Manual and Lab Manual Online. A supplemental section provides a sample syllabus, readability calculations for each reading in *The Effective Reader*, five book quizzes to encourage independent reading and the creation of book groups, sample TASP and Florida State Exit Exams, and a scaffolded book review form. ISBN 0-321-10544-3.

The **Test Bank**, prepared by Mary Dubbé of Thomas Nelson Community College, features four preformatted quizzes/tests per chapter, plus a midterm exam and a final exam. It is available both in electronic format and printed format. Ask your Longman sales representative for a copy, or download the content at <http://www.ablongman.com/henry> (Instructor Resources section). Your sales representative will provide you with the username and password to access these materials. ISBN 0-321-10545-1

PowerPoint Presentations for each chapter can also be downloaded from the Lab Manual Online site (Instructor Resources section).

Additional Supplements

For Additional Reading and Reference

The Dictionary Deal. Two dictionaries can be shrinkwrapped with this text at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam Webster's*

Collegiate Dictionary, tenth edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrinkwrap a dictionary with your text, please contact your Longman sales representative.

Penguin Quality Paperback Titles. A series of Penguin paperbacks is available at a significant discount when shrinkwrapped with this text. Some titles available are Toni Morrison's *Beloved*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Mark Twain's *Huckleberry Finn*, *Narrative of the Life of Frederick Douglass*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Dr. Martin Luther King, Jr.'s *Why We Can't Wait*, and plays by Shakespeare, Miller, and Albee. For a complete list of titles or more information, please contact your Longman sales consultant.

The Longman Textbook Reader. This supplement, for use in developmental reading courses, offers five complete chapters from Addison-Wesley/Longman textbooks: computer science, biology, psychology, communications, and business. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities. Available with the adoption of this Longman text. For information on how to bundle *The Longman Textbook Reader* with your text, please contact your Longman sales representative. Available in two formats: with answers and without answers.

Newsweek Alliance. Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 59 cents per issue (a total of \$7.08 for the subscription). Available with the subscription is a free "Interactive Guide to *Newsweek*"—a workbook for students who are using the text. In addition, *Newsweek* provides a wide variety of instructor supplements free to teachers, including maps, Skills Builders, and weekly quizzes. For more information on the *Newsweek* program, please contact your Longman sales representative.

Additional Electronic and Online Offerings

Longman Reading Road Trip Multimedia Software, CD Version and Web Version. This innovative and exciting multimedia reading software is available either on CD-ROM format or on the Web. The package takes students on a tour of 15 cities and landmarks throughout the United States. Each of the 15 modules corresponds to a reading or study skill (for example, finding the main idea, understanding patterns of organization, and thinking critically). All modules contain a tour of the location, instruction and tutorial, exercises, interactive feedback, and mastery tests. To shrinkwrap the CD or the access code to the Website with this textbook, please consult your Longman sales representative.

For Instructors

Electronic Test Bank for Reading. This electronic test bank offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, language, critical thinking, analytical reasoning, inference, point of view, visual aids, and textbook reading. With this easy-to-use CD-ROM, instructors simply choose questions from the electronic test bank, then print out the completed test for distribution. CD-ROM: 0-321-08179-X; Print version: 0-321-08596-5

CLAST Test Package, Fourth Edition. These two 40-item objective tests evaluate students' readiness for the CLAST exams. Strategies for teaching CLAST preparedness are included. Free with any Longman English title. Reproducible sheets: 0-321-01950-4

TASP Test Package, Third Edition. These 12 practice pre-tests and post-tests assess the same reading and writing skills covered in the TASP examination. Free with any Longman English title. Reproducible sheets: 0-321-01959-8

The Longman Instructor's Planner. This all-in-one resource for instructors includes monthly and weekly planning sheets, to-do lists, student contact forms, attendance rosters, a gradebook, an address/phone book, and a mini almanac. Ask your Longman sales representative for a free copy. 0-321-09247-3.

For Students

Ten Practices of Highly Successful Students. This popular supplement helps students learn crucial study skills, offering concise tips for a successful career in college. Topics include time management, test-taking, reading critically, stress, and motivation. 0-205-30769-8

The Longman Student Planner. This daily planner for students includes daily, weekly, and monthly calendars, as well as class schedules and a mini-almanac of useful information. It is the perfect accompaniment to a Longman reading or study skills textbook, and is available free to students when shrinkwrapped with this text. 0-321-04573-4

The Longman Reader's Journal, by Kathleen T. McWhorter. This reader's journal, free with any textbook by Kathleen McWhorter, offers students a space to record their questions about, reactions to, and summaries of materials they've read. Also included is a personal vocabulary log, as well as ample space for free writing. For an examination copy, contact your Longman sales consultant. 0-321-08843-3

The Longman Reader's Portfolio. This unique supplement provides students with a space to plan, think about, and present their work. The portfolio includes a diagnostic area (including a learning style questionnaire), a working area (including calendars, vocabulary logs, reading response sheets, book club tips, and other valuable materials), and a display area (including a progress chart, a final table of contents, and a final assessment). Ask your Longman sales representative for ISBN 0-321-10766-7.

State-Specific Supplements

[FOR FLORIDA ADOPTIONS] *Thinking Through the Test*, by D. J. Henry. This special workbook, prepared specially for students in Florida, offers ample skill and practice exercises to help student prep for the Florida State Exit Exam. To shrinkwrap this workbook free with your textbook, please contact your Longman sales representative. Available in two versions: with answers and without answers. Also available: Two laminated grids (one for reading, one for writing) that can serve as handy references for students preparing for the Florida State Exit Exam.

[FOR NEW YORK ADOPTIONS] *Preparing for the CUNY-ACT Reading and Writing Test*, edited by Patricia Licklider. This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT exit test. It includes test-taking tips, reading passages, typical exam questions, and sample writing prompts to help students become familiar with each portion of the test.

[FOR TEXAS ADOPTIONS] *The Longman TASP Study Guide*, by Jeanette Harris. Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of the Texas Academic Skills Program Test. To shrinkwrap this workbook free with your textbook, please contact your Longman sales representative.

Acknowledgments

According to Henry David Thoreau, "There are many skillful apprentices, but few master workmen." This project has blessed me with the opportunity to apprentice with a team of masters. Susan Pongratz is, without doubt, a master teacher, and with deep admiration, I would like to thank her for sharing her diligence, creativity, and expertise in creating the Annotated Instructor's Manual, Lab Manual, and Lab Manual Online. To Leslie Taggart, developmental editor, I owe an unrepayable

debt for her patience, wisdom, and good humor; her artful use of editorial suggestions has taught me how to write *and* how to teach. I extend my deepest gratitude and respect to the entire production team including Kathy Smith, Bruce Emmer, and Genevieve Coyne. And Susan Kunchandy, acquisitions editor, is due a hearty thank you for her support of this series.

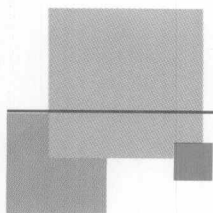
I would also like to thank Susan Deason and Jackie Stahlecker for giving so generously of their time and knowledge as technical reviewers and Mary M. Dubbe for her contribution of the test bank that accompanies *The Effective Reader*.

Finally, I would like to gratefully recognize the invaluable insights provided by the following colleagues and reviewers.

- | | |
|---|--|
| Susan Abbott, <i>Long Beach City College</i> | Zanette Douglas, <i>University of Arkansas, Fort Smith</i> |
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