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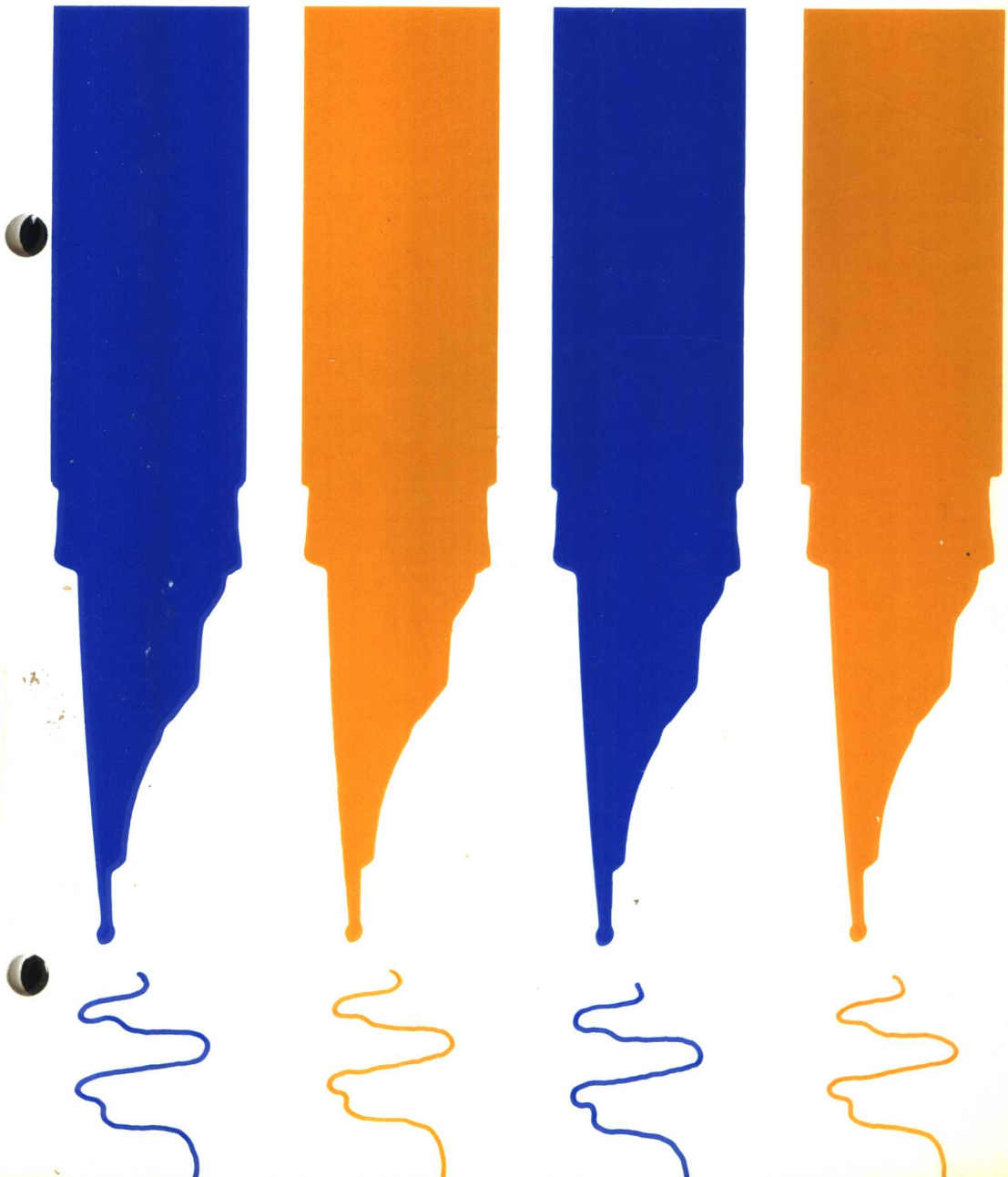
THINKING, READING, AND WRITING, INTEGRATED

BOOK I: ORGANIZING IDEAS



Thinking, Reading, and Writing, Integrated

Book I: Organizing Ideas

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Holt, Rinehart and Winston
New York Chicago San Francisco Philadelphia
Montreal Toronto London Sydney
Tokyo Mexico City Rio de Janeiro Madrid

Library of Congress Cataloging-in-Publication Data

Hillman, Linda Harbaugh.
Thinking, reading, and writing, integrated.

Authors' names in reverse order on v. 2.
Includes index.
Contents: bk. 1. Organizing ideas—bk. 2. Making the connections.
1. English language—Rhetoric—Problems, exercises, etc. 2. English language—Textbooks for foreign speakers. I. Kessel, Barbara Bailey. II. Title.
PE1413.H47 1986 808'.042 85-27056

ISBN 0-03-004487-1

Address correspondence to:
383 Madison Avenue
New York, N.Y. 10017

Printed in the United States of America
Published simultaneously in Canada
6 7 8 9 066 9 8 7 6 5 4 3 2 1

CBS COLLEGE PUBLISHING
Holt, Rinehart and Winston
The Dryden Press
Saunders College Publishing

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THINKING, READING, AND WRITING, INTEGRATED

BOOK 1: ORGANIZING IDEAS

The two textbooks in the *Thinking, Reading, and Writing Integrated* series, *Book I—Organizing Ideas and Book II—Making the Connections,* treat with equal emphasis academic reading comprehension, academic thinking skills, and the use of language and style to communicate successfully. The series is based on a number of pedagogical theories coming from substantial research and teaching experience in the writing process; the teaching of reading and language structures to students for whom English is a second language; and the teaching of reading as a predicting and reconstructing process. However, the two books are designed not to exemplify theories, but to seek the excellence of materials that work—that lead the student to integrate the processes previously taught in isolation.

We began an odyssey of many years of writing, testing, changing, and editing that has culminated in these books—teaching resources that address reading fluency and comprehension, summary writing, the composing process, and language use (its grammatical structure and vocabulary). All are integrated by instruction and practice in the major cognitive processes of classifying and generalizing.

This developmental thinking, reading, and writing series is like no other, for it has kindled an excitement for learning in even the most uninterested students.

It has also rekindled the hope of many caring but cynical teachers.

ISBN 0-03-004487-1

Preface

The *Thinking, Reading, and Writing, Integrated* series, *Book I: Organizing Ideas* and *Book II: Making the Connections*, addresses most community college students, developmental college students, and those English-as-a-second-language students whose need to write college-level prose cannot be met without simultaneously improving their reading–thinking ability.

The futility of teaching writing in isolation was brought home to one of the authors on a germinal winter afternoon some years ago as she was teaching the "thesis sentence" to a developmental, community-college, composition class. The student-authored thesis sentence in question was concise and ironic: "Chicago schools don't do a good job." In attempting to use this statement to teach the function of a thesis, she discovered that two-thirds of the class was unsure as to whether "Jones High School doesn't do a good job" and "Chicago schools don't teach reading well" were more general or more specific than the first, thesis statement. This teacher imagined a room full of all the compositions she had read in which the general-to-specific support–elaboration relationship was absent or askew. She now understood that these writing deficiencies did not result from a mountain of students' oversights.

As a consequence of this and other experiences on both sides of the classroom desk, the two authors, one from the field of English as a Second Language and one from the field of English (writing and reading), set out to attack the problem of "underdevelopment" on all fronts. The two resulting textbooks in the *Thinking, Reading, and Writing, Integrated* series treat three topics with equal emphasis: academic reading comprehension, academic thinking skills, and the use of language and style to communicate successfully in writing.

Each book in the series is designed to be covered in one semester (or quarter) by students needing either one or two semesters to prepare for success in college-level English (rhetoric and composition). *Book II: Making the Connections* may be used if only a semester of remediation is needed; *Book I: Organizing Ideas* constitutes the first semester's work for the less prepared student. However, some students have made such progress using *Organizing Ideas* alone that they have been able to

move directly into a full academic program after the one semester of intensive work offered in *Book I.*

The *Thinking, Reading, and Writing, Integrated* series is based on a number of pedagogical theories coming from substantial research and teaching experience in the writing process, the teaching of reading and language structure to students for whom English is a second language, and the teaching of reading as a predicting and reconstructing process. However, the two books are designed not to exemplify theories, but rather to seek the excellence of materials that work—that lead the student to integrate the processes previously taught in isolation.[1]

Instruction in thinking—that is, learning how concepts build on one another—has apparently disappeared entirely from the curricula of some regions. In fact, people who become good readers, either on their own, or from teaching, have absorbed the major, common thinking skills, which are reflected in the structural formats of writing–reading texts. However, vast numbers of other students with adequate-to-excellent intellectual capacity do not, for a variety of reasons, become good readers. These students need instruction in the ways ideas are traditionally organized *in order to* become better readers and writers. It is for these students in developmental English classes in high schools, colleges, universities, and adult education programs that this series was written.

To keep plying these students with punctuation and sentence-formation exercises as well as with well-intentioned discourse on the thesis, the topic sentence, or the main idea, has proven to be unsuccessful and for the most part frustrating to all concerned. Not that any of these matters is irrelevant, but it is of critical importance to find a tool with which to interrupt a common and vicious cycle: Students don't use language well because they don't read; they don't read because they read slowly and poorly; given their poor reading ability, they don't understand the explanations and instructions on how to write; furthermore, they have a small store of objective information and conventions to use for a writing task. Finally, they perceive themselves as unable to write well and are, therefore, not motivated to learn the specifics of good written communication.

When we, as teachers of such students, came to understand the nature of our students' deficiencies, we realized we needed materials that would overtly and concisely develop thinking skills and apply them to the tasks of reading and writing. However, an *explicit* treatment of thinking processes (cognitive functions) in relation to reading and writ-

[1]This isolation is not supposed to occur in the primary grades, but, even there, the skills-mastery approach can produce a complete alienation first, of one language use from another and, second, of form from content. As two students recently informed their college teacher, "We discovered we have the same problem: We both read well, but we just don't comprehend."

ing processes was nowhere to be found. Therefore, we began an odyssey of many years of writing, testing, changing, and editing that has culminated in these books—teaching resources that address reading fluency and comprehension, summary writing, the composing process, and language use (its grammatical structure and vocabulary)—all integrated by instruction and practice in the major cognitive processes of classifying and generalizing

This developmental thinking, reading, and writing series is like no other, for it has kindled an excitement for learning in even the most uninterested students. It has also rekindled the hope of many caring but cynical teachers.

Chicago, 1986

Linda H. Hillman
Barbara B. Kessel

To the Instructor

Thinking, Reading, and Writing, Integrated, Book I: Organizing Ideas focuses on concept formation and organization. Basic thinking processes are the integrating principle. As an example, students learn a process such as defining (Chapter 11). After they read the introduction to the process of definition, they focus on how to recognize and use the reading formats of definition to aid their comprehension. Finally, they are given practice with using the linguistic and organizational conventions to produce definitions of their own at both the sentence and the discourse level. This kind of reinforcement of a concept in three areas of a skill is necessary for students who must either advance quickly or retire from the field. At the same time, it is critical that these materials are carefully sequenced so that the students have a sense of learning one step at a time. For these purposes—developing integrated, self-reinforcing, and sequential instruction—we have created the following overall organizational design.

Chapter 1, Thinking Strategies, focuses on the process of concept formation, which is the foundation for the rest of the work done in the book. Chapters 3, 5, 7, 9, and 11 are thinking–reading–writing language chapters. Chapters 2, 4, 6, 8, 10, and 12 are "Test" chapters that can be used by the teacher either as actual tests in the traditional sense, or as further learning chapters. They are presented in a variety of formats, each appropriate to the content being tested. The primary purpose of these chapters is the consolidation and application of skills just taught in order to tie together and strengthen the threads of integration. In addition, they may be used along with the Assignment Sheets provided at the beginning of the book for frequent assessment. Such Assignment Sheets permit frequent sharing of records of progress between student and teacher. Chapter 13 is an application chapter including culminating assignments in paraphrasing, summarizing, and composing. Chapter 14 is a "final exam" on the entire book.

Each thinking–reading–writing chapter (3, 5, 7, 9, and 11) has the following internal structure:

Pre-reading Questions
Reading Passage

Comprehension
Using Language
Composition

A detailed look at Chapter 3 will give the prospective teacher a good idea of the thinking behind this format. In Chapter 3, the **Reading Passage** describes a classification. The thinking process of classifying has preceded it (Chapter 1: Thinking Strategies) and the **Pre-reading Questions** have brought out what the students already know or feel about the content of the reading passage. Elicited by pre-reading questions, the information students have generated in this section becomes, in turn, pre-writing for their own compositions.

Following the Reading Passage, the **Comprehension** section asks students to use visual devices such as tables and diagrams to discover or display comprehension of the reading. Another comprehension exercise directs students to mark statements true or false and to correct false ones. They are also given an exercise introducing and working with reference words. Reading conventions (referred to recently in the literature as "metadiscourse"*) are also taught; these include *that is* and *or* to signal definition, and transition words to signal relationships. Typographical clues, such as the asterisk in this chapter, are taught whenever they are used in the reading passage.

The **Using Language** section in Chapter 3 teaches the use of the colon and the construction of classification statements ("There are three kinds of *X: A, B,* and *C.*"), then provides work with the format (in discourse) in which each member of the classificaiton (A, B, and C) is described in the order that it is mentioned in the statement after the colon. This convention helps the reader predict what to expect when reading about a classification and helps the writer organize material for the reader. (This tool is subsequently integrated into reading and writing work in the rest of the book.) Moreover, the concepts of text cohesion and summary writing are introduced in this **Using Language** section. The task of summary writing integrates the work done in **Comprehension** and **Using Language** with the **Reading Passage.**

Finally, the **Composition** section guides students in devising and then writing about a classification of their own on a theme similar in content and structure to the Reading Passage. This section completes the thinking–reading–writing cycle of Chapter 3.

Like all textbooks, *Thinking, Reading, and Writing, Integrated, Book I: Organizing Ideas* depends upon a perceptive and intelligent teacher for optimal classroom use. However, it has been successfully used in a lab setting and by motivated students who are willing and able to work alone to move more quickly through the materials.

*William J. Vande Kopple in "Some Exploratory Discourse on Metadiscourse," *College Composition and Communication*, 36 (February 1985), pp. 82–93.

Frequently, developmental classes have a very wide range of students. Consequently, it is extraordinarily helpful to have a book such as this that has been tested and used in very full classrooms, with students who are spread out over 50 pages of the text at a time, and who are all learning.

In short, *Organizing Ideas* is not a discursive text about reading and writing that students sit and read for 30 minutes at a time. Neither is it a fill-in-the-blanks exercise book (even though the generous white spaces that permeate the layout may make it appear that way during a casual flip-through). It is a carefully structured, interactive book, to be used individually and/or collectively. The only way it *cannot* be used is mindlessly, and this "obstacle" has given rise to the single, but repeated student "complaint": *"It makes you think!"*

An Instructor's Manual that includes answer keys and suggestions for teaching accompanies this text and can be obtained from Holt, Rinehart and Winston, A Division of CBS Publishing, 383 Madison Avenue, New York, New York 10017.

Chicago, 1986

Linda H. Hillman
Barbara B. Kessel

To the Student

To: **Students who are beginning this book**
From: **Students who just finished this book**
Re: ***Thinking, Reading, and Writing, Integrated I***

We wanted to share our honest opinions with you about the experience you are about to have. Because it has been important to us, we think it could be important to you.

1. It improves your thinking and teaches you how to organize your thoughts.
2. It helps you become stronger wherever you have weak spots. For some of us, it was reading; for some of us, it was writing.
3. It teaches you things about the English language that you may have tried to learn before, but didn't.
4. Your mind stays interested because you are always doing something with the book, not just reading it.
5. Through writing the compositions, you will discover things about yourself that you were not aware of.
6. You will be thinking of yourself as a writer by the time you finish the book.
7. This book is not too hard and it is not too easy, but it gets difficult if you let some of it go by.
8. We enjoyed it!

Alicia Alexander
Patricia Cruz
Dennis Martinez
Henry Nuez
Deborah Purge
Nikki Thompson
Diane Anderson
Danny Johnson
Laura Molina
Nilesh Patel
Niki Robinson
Carol Trevino
Hector Casteneda
Jose Martinez
Robert Nitahara
Agnes Polycarpio
Tevelee Skolnick
Sharon Wilson

Acknowledgments

Many people have contributed to this project, and we take this opportunity to express our sincere gratitude to them. We are especially grateful:

to special role models and mentors, Drs. Camille Blachowicz, Mackie J.-V. Blanton, M. Kent Mayfield, and Dennis E. Peacock;

to sons Mark and Paul Hillman; to our parents, Pauline and Harry Harbaugh and Betty Bailey; to our sisters, Jan Angus, Peg Puccini, and Martha Plog; and to our brothers, Paul Harbaugh and Martin Bailey, for their constant, enthusiastic support and family pride;

to our students, who shook off some accustomed habits and plunged into this material with the spirit of adventure and cooperative criticism, you know who you are at Central YMCA Community College, MacCormac Junior College, the University of Chicago, Wells High School, and Lakeview High School;

to teachers and colleagues, Phillip Goulet, Raymond Peternel, Nancy Loeb, and Judith Rieser, who used the book in manuscript form and gave us their best professional judgment and advice;

to our editors, Charlyce Jones Owen of Holt, Rinehart and Winston, and Beverly Kolz of Charles E. Merrill Publishing Company, whose belief in our book and the vision of its future are the *sine qua non* of its existence;

to our Project Editor, Kathleen Nevils, whose intelligence, tact, and grace under pressure were blessings to the book and its authors;

to our reviewers, James Kenkel of Bowling Green State University, Carolyn O'Hearn of the University of Texas, El Paso, Carl Singleton of Fort Hays State University, and Daryl Troyer, of El Paso Community College, whose careful reading and critiques showed us how far we had come and where we had yet to go;

to Earl Silbar, whose friendship and laughter kept Barbara sane, and whose insistence kept her true to the vision; and

to John Hillman, Linda's husband, who typed the manuscript for months of evenings after a full day's work, proofed, and rewrote when things got stalled. Our project would have joined the legion of unfinished or unwritten works by women without this tangible support.

Finally, to each other, the co-authors, whose unlikely, electric, complementary partnership stimulated us to grow enough to reach the goal of completion and to still admire one another at its end, we are thankful.

Chicago, 1986

Linda H. Hillman
Barbara B. Kessel

Assignment Sheet

This sheet can be used by you and your instructor so that both of you always know where you stand in the course. Always attach this sheet to the work you hand in so that your instructor can communicate with you.

Course: _____ **Name:** _____

Absences: _____

Date	Name of assignment or task number	Comments (for each assignment or draft)	Final mark

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