MINDSCAPES

CRITICAL READING SKILLS AND STRATEGIES

CHRISTINE EVANS CARTER

MINDSCAPES

CRITICAL READING SKILLS AND STRATEGIES

CHRISTINE EVANS CARTER
ST. LOUIS COMMUNITY COLLEGE—MERAMEC

WADSWORTH
CENGAGE Learning

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

www.EnglishPro.ir

WADSWORTH
CENGAGE Learning

Mindscapes: Critical Reading Skills and Strategies
Christine Evans Carter

Senior Publisher: Lyn Uhl
Director of Developmental English: Annie Todd
Development Editor: Marita Sermolins
Associate Editor: Janine Tangney
Editorial Assistant: Melanie Opacki
Senior Marketing Manager: Kirsten Stoller
Marketing Coordinator: Ryan Ahern
Marketing Communications Manager: Martha Pfeiffer
Content Project Manager: Aimee Chevrette Bear
Art Director: Jill Ort
Print Buyer: Denise Powers
Permissions Editor: Katie Huha
Photo Manager: Jennifer Meyer Dare
Production Service: S4Carlisle Publishing Services
Compositor: S4Carlisle Publishing Services

© 2011 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at **Cengage Learning Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions.**
Further permissions questions can be emailed to **permissionrequest@cengage.com.**

Library of Congress Control Number: 2009942044

Student Edition:
ISBN-13: 978-0-618-88943-3
ISBN-10: 0-618-88943-4

Wadsworth
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at **international.cengage.com/region**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit **www.cengage.com.** Purchase any of our products at your local college store or at our preferred online store **www.CengageBrain.com.**

Printed in Canada
2 3 4 5 6 7 13 12 11 10

www.EnglishPro.ir

TABLE OF CONTENTS

UNIT 1 READING FOR STRUCTURE

THEME *The Brain: Memory, Learning, and Substance Use* 1

CHAPTER 1: UNDERSTANDING STRUCTURE: ACTIVE READING 2

Pre-Assessment: "5 Things You Must Never Forget," by Greg Soltis 4

STUDY STRATEGIES: Using Your Motivation, Time Management, and Learning Styles 7

Motivation: The Key to Success 9
On Your Own: Are You Motivated? 9
Setting Achievable Goals 9
On Your Own: Setting Your Long-Term, Intermediate, and Short-Term Goals 12
Time Management 12
Learning Styles 13
VARK 13
Multiple Intelligences 16
On Your Own: Applying Study Skills to Goal Setting 19

Active Reading 19

Metacognition 20
Memory and How the Brain Processes Information 20
Sensory Memory 21
Working (Short-Term) Memory 21
Long-Term Memory 22
Forgetting 23
Purpose for Reading 24
Surveying and Previewing a Reading 25
Surveying a Reading 25
Questioning: Creating Guide Questions 25
Thinking It Through: Formulating Good Guide Questions 26
On Your Own: Surveying a Reading 27
Previewing a Reading 27

www.EnglishPro.ir

Identifying Topic 28
Thinking It Through: Identifying Topic 29
On Your Own: Identifying Topic 31

Holistic Reading Strategies 31
SQ3R and SQ4R 32
PQ4R 32
KWL 33
On Your Own: Applying Reading Strategies 33

VOCABULARY STRATEGY: Using Context Clues 36
Thinking It Through: Using Context Clues 38
On Your Own: Using Context Clues 39

UNDERSTANDING GRAPHICS: Applying Topic and Questioning to Visual Aids 40
Thinking It Through: Applying Questioning to Graphs 41
On Your Own: Applying Questioning to Graphs 41

Applications 43
APPLICATION 1 "The Three R's of Remembering: Record, Retain, Retrieve," by Constance Staley 43
APPLICATION 2 "Increase Your Memory Power," by Carol Kanar 49
APPLICATION 3 "Inside the Mind of a Savant," by Darold A. Treffert and Daniel D. Christensen 54

Post-Assessment: "The Spotless Mind," by Michael Rosenwald 64

CHAPTER 2: UNDERSTANDING STRUCTURE: PATTERNS OF ORGANIZATION AND SUPPORTING DETAILS 68

Pre-Assessment: "Alcohol Stunts Neuron Generation," by Carolyn Seydel 70

Recognizing Patterns of Organization 73
The Importance of Patterns of Organization 73
How to View Patterns of Organization 74
What Function Do Patterns of Organization Serve? 74
The Role of Transition Words 75
Supporting Details 76
Major and Minor Details 76
Categories of Organizational Patterns 78
Patterns That List 78
Patterns That Explain 85
Patterns That Analyze 88
Thinking It Through: Mixed Patterns 97
On Your Own: Identifying Patterns of Organization in Shorter Passages 99
Thinking It Through: Identifying an Overall Pattern of Organization in Longer Readings 103
On Your Own: Identifying Topic and Patterns 106

www.EnglishPro.ir

Relationships Between Ideas 106
Thinking It Through: Finding Relationships Between Ideas 108
On Your Own: Finding Relationships Between Ideas 110

STUDY STRATEGIES: Paraphrase to Aid Comprehension 112
Thinking It Through: Paraphrasing a Reading 114
On Your Own: Paraphrasing a Reading 115

VOCABULARY STRATEGY: Identifying Prefixes and Suffixes 117
Prefixes 118
On Your Own: Using Prefixes to Alter the Meaning of a Word 122
Suffixes 122
On Your Own: Using Suffixes to Alter the Part of Speech of a Word 124

UNDERSTANDING GRAPHICS: Identifying Patterns and Supporting Details 125
Thinking It Through: Seeing the Relationships Between Ideas in Graphics 125
On Your Own: Seeing the Relationships Between Ideas in Graphics 127

Applications 129
APPLICATION 1 "Is Marijuana Dangerous?" by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy 129
APPLICATION 2 "Alcohol and the Adolescent Brain," by Scott Swartzwelder 135
APPLICATION 3 "Drugs and the Brain," NIDA (National Institute on Drug Abuse) 139

Post-Assessment: "Trading for a High," by Carolyn Banta 146

UNIT 1: Textbook Application 150
Laura Freberg, "Chapter 16 Psychological Disorders," from *Discovering Biological Psychology* 153

UNIT 2 READING FOR MAIN IDEAS
THEME *Communication and Conflict Across Cultures* 169

CHAPTER 3: UNDERSTANDING EXPLICIT MAIN IDEAS 170
Pre-Assessment: "The Differences Between Boys and Girls . . . at the Office," by Marjory Weinstein 172

Author's Purpose 175
To Inform 176
To Instruct 176
To Persuade 176
To Entertain 177
On Your Own: Determining an Author's Purpose 178

www.EnglishPro.ir

Main Idea 181
Purpose Is Linked to Main Idea 181
Topic, Purpose, Pattern, Details, and Main Idea Are Intertwined 181
The Difference Between Topic and Main Idea 182
Finding the Main Idea 184
Where Are Explicit Main Ideas Located? 185
Explicit Main Idea in a Whole Reading 185
Explicit Main Idea in a Subsection of a Reading 185
Explicit Main Idea in a Paragraph—The Topic Sentence 185
On Your Own: Determining Topic Sentences Within Paragraphs 187
Thinking It Through: Finding the Main Idea of a Whole Reading 192
On Your Own: Finding the Main Idea 196

STUDY STRATEGY: Summarizing to Express Main Idea and Supporting Details 201
How to Write a Summary 203
Thinking It Through: Summarizing a Reading 203
On Your Own: Summarizing a Reading 207

VOCABULARY STRATEGY: Recognizing Root Words 208
On Your Own: Recognizing Root Words 212

UNDERSTANDING GRAPHICS: Finding the Main Idea in Visual Aids 213
On Your Own: Finding the Main Idea in Visual Aids 214

Applications 215
APPLICATION 1 "We Just Clicked," by Lisa Takeuchi Cullen and Coco Masters 215
APPLICATION 2 "Diversity and Cultural Contacts: Interpreting Through Different I's," by Teri Kwal Gamble and Michael W. Gamble 223
APPLICATION 3 "MySpace Faces Stiff Competition in Japan," by Yuri Kageyama 228

Post-Assessment: "The Pitfalls of E-mail," by Marina Krakovsky 237

CHAPTER 4: UNDERSTANDING IMPLIED MAIN IDEAS 240

Pre-Assessment: "Like Humans, Chimps Bow to Social Pressure," by Bjorn Carey 242

Making Inferences and Drawing Conclusions 245
Inferences and Your Background Knowledge 245
Thinking It Through: Making Reasonable Inferences and Drawing Logical Conclusions 247
On Your Own: Making Reasonable Inferences and Drawing Logical Conclusions 249

Implied Main Idea 250
Topic + Existing Sentence = Implied Main Idea 251
Sentence + Sentence = Implied Main Idea 252
General Statement Based on Supporting Details = Implied Main Idea 252
Steps to Finding the Implied Main Idea 254
On Your Own: Finding Implied Main Ideas in Paragraphs 255

www.EnglishPro.ir

Thinking It Through: Finding the Implied Main Idea of a Longer Reading 260
On Your Own: Finding the Implied Main Idea of a Whole Reading 266
On Your Own: Formulating Implied Main Ideas 269

UNDERSTANDING GRAPHICS: Finding Implied Main Ideas in Visual Aids and Cartoons 271
On Your Own: Finding Implied Main Ideas in Visual Aids and Cartoons 273

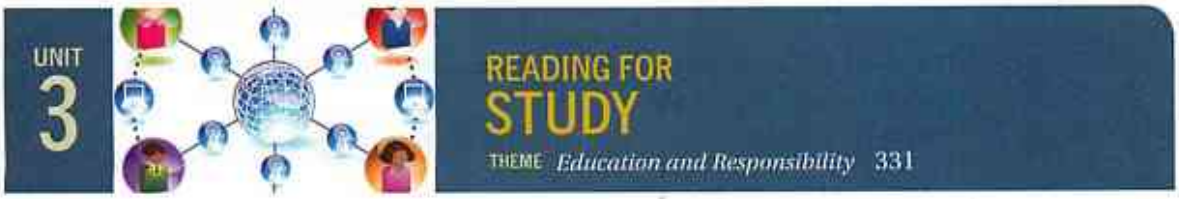
VOCABULARY STRATEGY: Understanding Figurative Language 275
On Your Own: Recognizing Figurative Language 276

STUDY STRATEGY: Reading and Understanding Literature 278
Questions to Consider When Reading Literature 279
Thinking It Through: Analyzing a Poem 282
On Your Own: Analyzing a Poem 284

Applications 287
APPLICATION 1 "Organized Crime—American Mafia" 287
APPLICATION 2 "A Brief History of the Salem Witch Trials," by Jess Blumberg 294
APPLICATION 3 "The Lottery," by Shirley Jackson 300

Post-Assessment: "Study: Office Bullies Create Workplace 'War Zone,'" by Jeanna Bryner 312

UNIT 2: Textbook Application 315
Marvin Perry, J. Wayne Baker, and Pamela Pfeiffer Hollinger, "Chapter 24: World War I and Its Aftermath: The Lost Generation and the Jazz Age," from *The Humanities in the Western Tradition* 317



CHAPTER 5: UNDERSTANDING TEXT MARKING AND ANNOTATION 332

Pre-Assessment: "Losing Global Ground," by Lynn Olson 334

STUDY STRATEGIES: Critical Thinking and Using Question–Answer Relationships (QAR) as a Study Aid 339

Reading Rate 342

www.EnglishPro.ir

Comprehension Monitoring 345

Using Textbook Features 348
On Your Own: Finding Textbook Features 349

Marking and Annotating Text 350
Why Use Text Marking? 351
How to Mark a Text 351
Steps for Marking a Text 352
Thinking It Through: Marking a Text 353
On Your Own: Marking a Text 361

VOCABULARY STRATEGY: Improving Your College-Level Vocabulary 363
Using a Dictionary 363
Recognizing Common College Vocabulary 365
On Your Own: Using the Dictionary with the Top 100 Vocabulary Words 368
Quick Tips: Recognizing Commonly Misused Words 368

UNDERSTANDING GRAPHICS: Reading Complex Tables 369
Thinking It Through: Applying Inference to a Complex Table 370
On Your Own: Reading Complex Tables 373

Applications 376
APPLICATION 1 "Get In, Show Up, Drop Out," by Alex Kingsbury 376
APPLICATION 2 "Math Anxiety Saps Working Memory Needed to Do Math," by Julie Steenhuysen 381
APPLICATION 3 "Development of Achievement Motivation," by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy 383

Post-Assessment: "Linking Learning to Earning," by Lynn Olson 389

CHAPTER 6: UNDERSTANDING TEXT NOTE TAKING 396

Pre-Assessment: "Arguments For and Against Social Responsibility," by Ricky W. Griffin 398

STUDY STRATEGIES: Taking Notes in Class and Succeeding on Tests in College 403
Double-Column Notes 404
Cornell Notes 405
How to Take Tests in College 407
Objective Tests 407
Essay Exams 408
Types of Essay Questions 409

College Reading in the Disciplines 410

Note Taking From Reading 412
Outlines 414
Thinking It Through: Creating an Outline 416
On Your Own: Creating an Outline 417
On Your Own: Creating a Topic Outline 418

www.EnglishPro.ir

Graphic Organizers: Webs, Clusters, Maps 418
Charts 420
Double-Column Notes 420
Thinking It Through: Taking Notes from a Reading 421
On Your Own: Taking Notes from a Reading 425

VOCABULARY STRATEGY: Studying Vocabulary 429
Textbook Glossaries 429
Learning Key Terms 429
Method 1: Dedicated Notebook for Vocabulary 430
Method 2: Vocabulary Cards 430
On Your Own: Create Vocabulary Cards 431

UNDERSTANDING GRAPHICS: Reading and Understanding Diverse Graphic Formats 433
On Your Own: Reading and Understanding Diverse Graphic Formats 434

Applications 439
APPLICATION 1 "Report: Teen Birth Rate Hits Record Low," by Jennifer Kerr 439
APPLICATION 2 "Racial Injustice," by Marvin Perry, J. Wayne Baker, and Pamela Pfeiffer Hollinger 442
APPLICATION 3 "Planet's Population Hit 6.5 Billion Saturday," by Leonard David 446

Post-Assessment: "Future Use of Natural Resources," by Stanley Chernicoff, Haydn A. Fox, and Lawrence H. Tanner 453

UNIT 3: Textbook Application 458
Grace Huerta, "Chapter 4: Equity and Education Practice," from *Diverse Histories, Diverse Perspectives* 461

UNIT 4
READING CRITICALLY
THEME *Crime, Medicine, and Ethics* 475

CHAPTER 7: UNDERSTANDING ARGUMENTS 476
Pre-Assessment: "Innocent Suspects Confess Under Pressure," by the LiveScience Staff 478

STUDY STRATEGIES: How to Read a Variety of Sources 480
How to Read an Essay 481
How to Read a Newspaper Article 482
How to Read a Newspaper Editorial 482
How to Read a Research Study 483
The Structure of a Research Study 483
How to Approach Research Study Reading 484

www.EnglishPro.ir

Reading Controversial Text 485
Prescriptive Versus Descriptive Writing 485
Mapping Arguments 487
Thinking It Through: Mapping an Argument 488
On Your Own: Mapping an Argument 489
Fact and Opinion 491
On Your Own: Recognizing Fact and Opinion 491
Types of Support for Arguments 492
Thinking It Through: Identifying Fact, Opinion, and Support for Point of View 494
On Your Own: Identifying Fact, Opinion, and Support for Point of View 496
Thinking It Through: Mapping an Argument and Recognizing Support 499
On Your Own: Mapping an Argument and Recognizing Support 501

VOCABULARY STRATEGY: Recognizing Bias and Tone: Denotation, Connotation, and Loaded Language 504
Connotation and Denotation 504
Bias and Tone 505
Loaded Language 506
On Your Own: Recognizing Loaded Language 507

UNDERSTANDING GRAPHICS: Distinguishing Fact from Opinion in Visuals 508
On Your Own: Distinguishing Fact from Opinion in Visuals 510

Applications 513
APPLICATION 1 "The Social Psychology of False Confessions: Compliance, Internalization, and Confabulation," by Saul M. Kassin and Katherine L. Kiechel 513
APPLICATION 2 "Theory Links Lead Exposure, Crime," by Shankar Vedantam 525
APPLICATION 3 "The Devil in Confessions," by Elizabeth F. Loftus 531

Post-Assessment: "The Real Crime: 1,000 Errors in Fingerprint Matching Every Year," by the LiveScience Staff 540

CHAPTER 8: EVALUATING ARGUMENTS 544

Pre-Assessment: "Doctors Back Plan to Store Medical Info Under Your Skin," by Editor, Agence France Presse (AFP) 546

STUDY STRATEGY: Recognizing Deductive and Inductive Reasoning 549
Deductive Reasoning 549
Inductive Reasoning 550
On Your Own: Recognizing Deductive and Inductive Reasoning 551

Deconstructing and Evaluating Arguments 551
Evaluating Reasoning in an Argument 552
Determining If Support Is Relevant 553
Errors in Reasoning 554
Logical Fallacies: Unintentional Errors in Reasoning 554

www.EnglishPro.ir

Propaganda and Card Stacking: Intentional Errors in Reasoning 555
On Your Own: Identifying Errors in Reasoning 559
Determining If an Argument Is Sound 560
On Your Own: Identifying Errors in Reasoning 563
Author's Credentials and Intended Audience 564
Author's Credentials 564
Intended Audience 564
Thinking It Through: Evaluating an Argument 565
On Your Own: Evaluating an Argument 569

VOCABULARY STRATEGY: Intended Meaning: Euphemisms and Doublespeak 572
Euphemisms 573
Doublespeak 573
On Your Own: Identifying Euphemisms and Doublespeak 574

UNDERSTANDING GRAPHICS: Recognizing Propaganda in Advertisements 575
On Your Own: Identifying Propaganda in Advertisements 576

Applications 579
APPLICATION 1 "Preventing Memory Loss: Should We Encourage Use of Scientific Techniques to Enhance Memory and Other Cognitive Functions?" (Pro) by Ronald Bailey 579
Preventing Memory Loss: Should we encourage use of scientific techniques to enhance memory and other cognitive functions? (Con) by Expert Group on Cognitive Enhancements 582
APPLICATION 2 "Our View: Organ Donations Fall Short; Financial Incentives Can Help," by the *U.S.A. Today* editorial staff 585
"Opposing View: Organs Aren't Commodities," by Charles B. Fruit 589
APPLICATION 3 "Amnesia Is the New Bliss," by Chuck Klosterman 592

Post-Assessment: "Hoping for a Girl," by Jeff Grossman **601**

UNIT 3: Textbook Application 604

Suzanne Samuels, "Chapter 14: Law and Medicine," from *Law, Politics, and Society* 608

APPENDIX 618

Credits 620

Index 624

www.EnglishPro.ir

Foreword to Students: The *Mindscapes* Approach _____

Put a check mark after each statement that could apply to you.

- I often read an assignment for school, and then cannot remember what I've read. _____
- I read and think I understand a passage, but cannot figure out what the author's main point is. _____
- I read assigned material for my college classes, but have trouble identifying what to study. _____

These are very common problems for college students. *Mindscapes: Critical Reading Skills and Strategies* will help you improve your reading so you can increase your success in college-level courses. This book is titled *Mindscapes* because the readings, skills, and strategies discussed compel you to think about what you already know about a particular topic. You can use your wealth of experience to your advantage in becoming a better reader if you connect what an author has written to that experience and background knowledge.

Reading improvement involves using both skills and strategies to aid comprehension. A *skill* is an ability that is developed through practice. Skills, when learned, become automatic and require little thought in their application. For new skills to become habits, you must practice them so they do become automatic. A *strategy* is a plan or method used to achieve a specific result. Strategies are battle plans for learning that let you use a series of skills to their best advantage. Strategies require you to think about what you should do to address a particular problem or challenge. A strategy sets out what you will do with a skill, and it allows you to choose which skills you will use in dealing with the different types of reading you may encounter in college. A strategy also involves determining *why and when* to use a particular skill. Knowing which strategy to use in which situation requires metacognition. *Metacognition*, simply defined, is thinking about your thought processes. Being aware of how much you already know about a topic is using metacognition to your advantage. Being aware of when a reading is not making sense allows you to use strategies to fix the problem.

Many students come to college not knowing very much about college-level course content. If you do not have prior knowledge related to a subject, then looking at *how* a text is written can help you make sense of your reading about a subject. This is why you will begin to look at the structure of a reading in Unit One of this text. Another reason it is a good idea to look at how a piece is written is that to learn information, you need to practice learning it (studying) in an organized fashion. When information is more organized, you will remember it more accurately. What better way to organize information in your mind to learn it than to use the same pattern as the author did in writing the information?

You will also build your general knowledge stores from the *Mindscapes* readings, drawn from popular subjects common in college courses. By learning about related topics in each chapter, you will build your background knowledge. This, in turn, will make future college work easier for you, as background knowledge and comprehension of a reading are closely linked. In addition, you will apply what you learn to actual college textbook chapters from popular introductory courses. The exercises and questions in the text are not repetitive, but the practice of skills and strategies is recursive, meaning you will build on what you learn in each chapter as you progress through the book.

www.EnglishPro.ir

As you interact with *Mindscapes*, you will learn how to work with your brain to process information more effectively. You will learn how to overcome the problems commonly encountered in reading at the college level—and what you read will begin to make better sense. A smart student can use the *Mindscapes* approach to become a more effective, efficient, and successful learner.

Acknowledgments

As a new author, I had much ground to cover in learning this process of textbook writing. It has taken almost four years to get to the point of publication. Along the way, the professionals with whom I've worked have made this exciting and arduous experience far smoother, and I am greatly indebted to them for their tireless help and encouragement. To Annie Todd, Director of Developmental English at Cengage, thank you for your encouragement, enthusiasm, and support for this book; to Kirsten Stoller, Senior Marketing Manager, thank you for your great ideas; to Joanne Kozyrev, thank you for your persistence and enthusiasm in taking this project on way back when. Thanks also to Judith Fifer, who worked on the early manuscript; to Diahanne Dowridge, who searched intrepidly for visuals; to Lori Bradshaw for hard work and dedication; and to Aimee Bear, Content Project Manager, for helping this manuscript become a book. I am particularly grateful and indebted to Marita Sermolins, Development Editor: Thank you for your extensive help and support and for guiding me through this process with assurance and empathy.

Thanks to the many reviewers who provided thoughtful, engaging, and pivotal suggestions for this text. I am very grateful for your time, input, and support. A special thanks goes out to Deborah and Eric Morrison of Pima Community College for their creative work on the Instructor's Manual and Premium Website content.

Rita M. Alonso-Sheldon, Palm Beach Community College
Bonnie Arnett, Washtenaw Community College
Jon A. Brammer, Three Rivers Community Technical College
Jessica Bryant, Eastern Kentucky University
Lisa Bosley, Eastern Kentucky University
Maureen A. Cahill, Tidewater Community College
Helen Carr, Alamo Community College
Joe Chaloka, Moraine Valley Community College
Kenneth E. Chapin, Community College of Denver
Christina M. Chapman, Lewis and Clark Community College
Marlys A. Cordoba, College of the Siskiyous
Barbara Cox, Redlands Community College
Marie G. Eckstrom, Rio Hondo College
David Elias, Eastern Kentucky University
Patricia R. Eney, University of Wisconsin—Parkside
Yvonne Frye, Community College of Denver
Lisa Hamilton Grigsby, Stephen F. Austin State University

www.EnglishPro.ir

Lori Grimm, Pima Community College
Judy Harris, Tomball College
Teri Jo Jensen, Anoka Ramsey Community College
Melissa O'Connor, Minneapolis Community and Technical College
Laura C. Padgett, Lees-McRae College
Donna Patterson, Union University
Betty Raper, Pulaski Technical College
Susan Reynolds, Seminole Community College
Justina Sapna, Delaware Technical Community College
Laurel Severino, Santa Fe Community College
Chris Spillane, Mitchell Community College
Thomas Staael, North Hennepin Community College
Anika Waltz-Cummings, Essex County College
Sandy Eason Webb, Mid-South Community College
Victoria L. Williams, St. Cloud State University
Stasia Zabski, Community College of Philadelphia

Also, many thanks to the following people:

- My students at St. Louis Community College at Meramec over the past ten years.
- My colleagues at St. Louis Community College at Meramec, especially in the English Department and Reading Program.
- My officemate and friend, Juliet Scherer—a tireless supporter, listener, and reader along the way.
- My family: Nancy, Hugh, Peggy, Bryonie, Miranda, and Cassandra. This is for you.

www.EnglishPro.ir

READING FOR STRUCTURE

THEME *The Brain: Memory, Learning, and Substance Use*

UNIT 1

Garry Gay/Getty Images

CHAPTER 1 Understanding Structure: Active Reading

THEME *The Brain and Memory*

College Success, Science, Psychology

CHAPTER 2 Understanding Structure: Patterns of Organization and Supporting Details

THEME *The Brain and Substance Use*

Science, Psychology

UNIT 1 Textbook Application

Laura Freberg, Chapter 16: Psychological Disorders, from *Discovering Biological Psychology*

Biological Psychology

www.EnglishPro.ir

CHAPTER

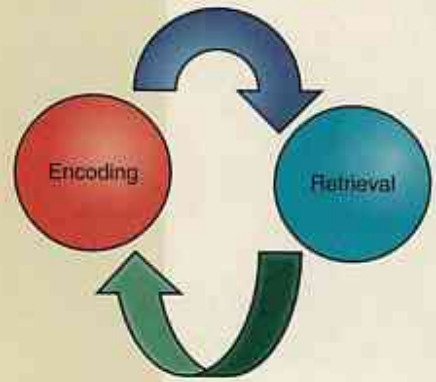
1 UNDERSTANDING STRUCTURE: ACTIVE READING

WHY DO YOU NEED TO KNOW THIS?

If you were asked *how* to read a passage for school, would you say "just read it?" Many students are unaware that there are effective methods of reading and learning for college success. Reading actually starts with some investigating *before* you start reading a passage from top to bottom. In this chapter, you are introduced to strategies that work *with* your brain to learn new information through reading. The skills of surveying, previewing, recognizing topic, and looking for the organization of a whole reading work with your brain to process new information. One consistent finding in memory research is that the brain requires organized information to learn. The skills you'll learn in this chapter will empower you to "encode" or submit information to your brain in an organized form that your brain can digest. In using the same organizational construct, your brain retrieves information as well. Prereading techniques and identifying topic allow you to see the organization the writer intends and work with your brain to help you understand the major points in a reading.

To be an efficient reader and learner, you need to know something about how your brain processes information. The theme of this first chapter is memory and the brain. Through these readings, you will learn how to work in harmony rather than in conflict with your brain's natural tendencies. This will make you a better learner and will increase your chances for success in college-level reading and studying. **How do you approach a reading to maximize your chances of learning and doing well in college courses?**

Encoding and Retrieval



www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- Active learning and metacognition techniques
- About memory and how the brain processes information
- To survey and preview a reading
- To identify topic
- Holistic reading strategies

STUDY STRATEGIES

- Using motivation and setting goals
- Applying time management skills
- Determining your learning style

A VOCABULARY STRATEGY

- Using context clues

TO UNDERSTAND GRAPHICS

- Applying topic and questioning to visual aids

Lucianne Pashley/agefotostock/PhotoLibrary

"THAT IS WHAT LEARNING IS. YOU SUDDENLY UNDERSTAND SOMETHING YOU'VE UNDERSTOOD ALL YOUR LIFE, BUT IN A NEW WAY."

DORIS LESSING
British Writer and Nobel Prize winner, (1919–)

CHECK YOUR PRIOR KNOWLEDGE

Jot down some facts you know about memory and how the brain works. Do not edit your list— just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

This assessment will help you understand your strengths and weaknesses in the skills and strategies discussed in this chapter. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter. First, think about what you already know about memory problems. Next, think about your purpose for reading this pre-assessment. You need to read carefully enough to answer ten multiple choice questions following the reading.

5 Things You Must Never Forget

by Greg Soltis

1 Whether it is a name, date, or directions, there always seems to be something new to remember. Yet you probably feel like there's just not enough room in those little brain cells of yours to cram the latest tidbit. And unfortunately you have no external hard drive. But don't despair. Several recent studies reveal how memory works and what you can do to improve it.

1. The Aided Memory

2 Don't want to forget what you learned today? Sleep on it. Naps, ideally 90 minutes long, help you register the happenings and how-to's learned during the day. Then when you catch your z's at night, your brain creates memories of the day's events.

3 But overload your brain with long-term memories and you may struggle to remember recent events.

4 Scientists once thought that memory improved when new neurons were created in the hippocampus, the region of the brain that forms memories. Instead, a better memory may be possible in brains with less new neurons developing in the hippocampus.

5 Recent studies also found that migraines, music, habits, zinc, and thinking like a child each improved individual memory.

2. The Jaded Memory

6 Doctored photos can skew how you perceive the past, according to a recent study using images of well-known demonstrations. The first was the well-known picture of a man blocking a row of tanks in Tiananmen Square in 1989 with a crowd of spectators added to the original. And the second photograph showed a 2003 anti-war protest in Rome, with both riot police and a masked protester added to the picture. Those who viewed the altered images recalled more violence and damage than actually occurred, compared to those who saw the original snapshots. People who looked at these altered images also felt less inclined to participate in future demonstrations than those who viewed the original photographs.

7 These results should not come as a big surprise. Participants of previous studies also thought their imagined images were real.

8 Other detriments to achieving total recall could include catching a cold, smoking a joint, playing football, and being a guy, research shows.

www.EnglishPro.ir

3. The Aged Memory

9 Partially due to the decline in hippocampus function with age, the elderly suffer from a loss of episodic memory. This impairs their ability to recall more vivid memories—what was seen, heard, or felt during a previous event. And because we use the same parts of the brain to imagine and to remember, older adults may not only become forgetful but also struggle to picture hypothetical situations. But some seniors have staved off memory decline by maintaining active social lives and simply believing that they still have a good memory.

10 Interestingly, the risk factors for dementia—obesity, hypertension, and high cholesterol—coincide with those for cardio-vascular disease. Scientists found that having only one of these three risk factors doubles the chance of getting dementia. And suffering from all three risk factors makes dementia six times as likely. Controlling for these three factors can save both the heart and brain. But the factors of genes and age cannot be denied.

11 The elderly may improve their memory in a few weeks by eating well, exercising, and keeping mentally sharp. To prevent drops in blood glucose, seniors should eat five meals daily. These should be high in whole grains, antioxidants, and omega-3 fats. And the golden years should consist of brisk daily walks, stretches, relaxation exercises, brainteasers or other mental stimulants. Consistent mental exercise has been shown to cut the risk of dementia in half.

4. The Educated Memory

12 Educated individuals often have more knowledge at their disposal. Studies show that the more you know, the easier it is to learn about related topics. And the degree-holding older crowd outperforms its less educated counterpart on mental-status tests.

13 But the ability to remember what was learned seems to decline at a faster rate. Granted, the more one knows, the more one has to forget. But don't expect the springs of your education to feed the fountain of youth against memory loss.

14 Those with a higher working-memory capacity sacrifice this advantage when sweating bullets during pressure-filled situations. For example, worrying about potential mistakes on an exam squanders brain activity that could otherwise be devoted to recalling a synonym for "fastidious" or calculating the surface area of a sphere.

5. The Devastated Memory

15 Poignant events have a more lasting impact compared to lackluster experiences that usually don't stay in the brain's long-term storage unit. And our recollection of events that triggered a bad memory are more likely to be accurate than memories from more uplifting times in our lives. This is because these trying times compel the brain to focus on a specific detail.

16 Trying to forget a bad memory is possible, but will likely require many attempts. If successful, your brain will first negate the sensory aspects of the memory before removing the actual memory.

17 And don't forget that from an evolutionary standpoint, it makes sense that traumatic times have a long shelf life. The survival of a species is enhanced by its ability to remember threatening situations and then avoiding them when they happen again.

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the topic of this reading?

A. Five things you must never forget
B. Memory
C. Memory problems and improvement
D. Jaded memories

2 What would be a good guide question to ask about the first subheading, "The Aided Memory"?

A. What is the aided memory?
B. Where is the aided memory?
C. When do we use aided memory?
D. Why is there an aided memory?

3 What does the word *hippocampus* mean in paragraph 4?

A. New neurons
B. Migraines
C. What scientists once thought about the brain
D. The region of the brain that forms memories

4 What type of vocabulary context clue did you use to figure out the meaning of the word in question 3?

A. Definition clue
B. Synonym clue
C. Antonym clue
D. Inference clue

5 What does the word *skew* mean in paragraph 6?

A. Improve
B. Destroy
C. Change or alter
D. Eliminate

6 What type of vocabulary context clue did you use to figure out the meaning of the word in question 5?

A. Definition clue
B. Synonym clue
C. Antonym clue
D. Inference clue

www.EnglishPro.ir

7 **What do you think the term *episodic memory* means as it is used in paragraph 9?**

A. A memory that comes and goes
B. Memories related to events
C. Memories related to learning academic information
D. Memory that older adults use

8 **In subsection 4, "The Educated Memory," what is the topic?**

A. Good memory
B. Learning
C. Good and bad memory
D. Education and memory

9 **According to subsection 5, "The Devastated Memory," which type of events are most likely to be remembered inaccurately?**

A. Bad events
B. Confusing events
C. Events related to learning
D. Happy events

10 **What is the topic of subsection 5, "The Devastated Memory"?**

A. Good memory
B. Learning
C. Traumatic or bad memory
D. Poignant memory

STUDY STRATEGIES

Using Your Motivation, Time Management, and Learning Styles

To become a successful college student, you need to begin on the right path to success. This path requires that you be organized, focused, and knowledgeable about not only how people learn, but how *you* learn best. How to become the best learner that you can be means you need to be aware of your strengths and weaknesses; you need to improve your strengths and minimize your weaknesses for maximum success. The first step is to work on your attention and learning skills.

Are you a study whiz, or do you struggle with study skills? To find out your strengths and weaknesses, answer this self-report questionnaire.

www.EnglishPro.ir

Self-Assessment of Study Skills for Attention and Learning

Complete the following assessment by checking the box that best suits your view of your skills in each area.

SKILL/STRATEGY	I'M GREAT AT THIS	I'M OKAY AT THIS	I NEED SOME HELP	I NEED A LOT OF HELP
1. I am able to concentrate well on a reading for study.				
2. I manage my time effectively.				
3. I have a study system.				
4. I can set useful goals and achieve them.				
5. I have good organizational skills.				
6. I know what to do before, during, and after studying.				
7. I work effectively to study academic subjects.				
8. I know how to schedule my time.				
9. I set specific goals for success.				
10. I use what I know about my learning styles to succeed in classes.				

If you checked "I need some help" or "I need a lot of help" in any area, you'll get extra help in this chapter, so pay extra attention. Think about retaking this quiz *after* you complete this textbook and compare your responses. You will see how much progress you have made!

www.EnglishPro.ir

Motivation: The Key to Success

Before you can apply any study strategy to become the best learner you can be, you must be motivated to succeed. **Motivation** is the impetus, or reason, to push you to succeed in any task, especially college learning. There are two types of motivation: external and internal.

External motivation, motivation from outside sources, comes from the "threat" or "encouragement" of outside influences that compel your effort as a student. External motivators can be parents or other people, an employment situation that requires you to upgrade your skills, or the promise of a better salary with some further schooling. These external motivators can be helpful in pushing you to do your best at college or even attend college in the first place. Sometimes external motivation can be positively received, such as support and encouragement from an instructor; sometimes external motivation can be negatively received, like the threat of losing your job without further education. In either case, external motivation can be put to good use and encourage you to be productive and expend the effort necessary to be a successful student. However, external motivation alone is not enough.

Internal motivation, motivation from within you to succeed, is necessary for any long-term success. Regardless of external reasons or motivators to attend college and achieve academic goals, *you must want to succeed.* College requires great self-discipline, effort, time, resilience, and focus. Without an internal motivation to succeed, it will be a struggle to maintain your focus and sustain your drive.

On Your Own ARE YOU MOTIVATED?

Answer these questions as honestly as you can.

1. My definition of success is _____
2. What specific goal will lead me toward my definition of success? _____

   _____
3. What actions or behaviors will I take to move me closer to that goal?

   _____

   _____

SETTING ACHIEVABLE GOALS

To continue to be internally motivated, you need to set achievable goals. For some people, setting goals is something automatic and natural. For others, actually writing down goals seems forced and awkward. Regardless of which category you fall into, there's little doubt that thinking about and actually *writing down* long-term, intermediate, and short-term goals is effective. If you do not know

www.EnglishPro.ir

specifically what you want to accomplish, then it is hard to accomplish those goals. Also, when the going gets rough, referring to these goals can boost morale and reposition you on your path to be successful.

Maybe you find it easy to set an intention, or a mental plan about something you mean to do, like to do quality work or get good grades. But having intentions may not be enough. The next step is to actually take those intentions and convert them into goals. Here's the difference. An intention is "I intend to get a B in English 101 this semester" or "I plan to pass my classes." A goal, in contrast, is written down and provides some strategies to realize the intention, or to make it happen. A goal is "I will get a B in English 101 this semester by completing all the readings *prior* to the class for which they are assigned" or "I will observe the study strategy of spaced practice for test review by starting to study *at least* five days before each test" or "I will make use of the writing and learning facilities at my college immediately if I have difficulty in the class." Intentions are vague while goals are concrete and very specific.

The brain likes information to be organized so that the information can be easily digested. Similarly, as a student you want to be organized and always be aware of where you are going and exactly what you need to accomplish to get there. This type of focus on outcomes and routes for achieving these outcomes often separates an okay student from an outstanding student. It's easy for time to slip away, and without a concrete and realistic plan, you'll end up with little to show for that time. Better to have some concrete and realistic ideas of where you want to be by the end of the day, week, month, and year and have a step-by-step plan of how to get where you want to be!

Long-term goals are life goals that help you see where you are now in relation to where you want to end up in the future. Examples of long-term goals are to use your sociology degree to obtain a position in a social service agency working with disadvantaged children, and to make enough money at that job to afford to live in a decent apartment in the city of your choice. Long-term goals are important because they help you deal with the pressures, burdens, and sacrifices you make today. Think of long-term goals as the "light at the end of the tunnel" when you are staying up late to get that reading assignment done for the next day. Of course, if you plan your time correctly and gauge the length and difficulty of your assignments accurately, this won't happen too often!

Intermediate goals are goals that span two to five years. An example of an intermediate goal is an action plan to attain an associate of arts degree within two and a half years and then transfer to a four-year college to earn a bachelor's degree in sociology. To make this a concrete goal rather than just an intention, you need to plan out your course of study with an advisor at your college so you know exactly what courses you will need to complete during which semester. In addition, you want to make sure that the courses for the associate's degree transfer smoothly to the program of study at the four-year college or university to which you intend to transfer.

Short-term goals (which are sometimes called *objectives*) are the goals you set for yourself to accomplish in day-to-day activities that lead you to your intermediate and long-term goals. An example of this is wanting to outline your psychology textbook chapter by Thursday so you are prepared when the information is presented by your instructor in class on Friday morning. Short-term goals can also be the goals you set for the semester. For example, you might intend to earn at least a C in each of your classes this semester, as that would put you in good standing academically. In addition, you might intend to note specific strategies for troubleshooting problems to ensure that you reach this goal. The table that follows features long-term, intermediate, and short-term goals. Notice how the long-term and intermediate goals become more specific and concrete as they move to short-term objectives. Also, notice the words associated with each type of goal.

www.EnglishPro.ir

LONG-TERM GOAL	INTERMEDIATE GOAL	SHORT-TERM GOALS
I want to be a medical technologist and earn a good living.	I want to achieve an associate's degree in science with a certificate in medical technology.	I will attend each class. I will review my notes before each class. I will complete all reading prior to the class for which it is assigned. I will sit near the front of the class to focus my attention. I will ask questions to clarify any misunderstandings during the class period.

QUICK TIPS 10 TIPS FOR SETTING GOALS

1. Make your goals specific.
2. Make your goals realistic.
3. Make your goal measurable. (You can check off that your goal is attained.)
4. Make your goals with a specific time period in mind.
5. Get others to support your goals.
6. Do not get sidetracked by setbacks.
7. Do not get sidetracked by negative people.
8. Review your goals regularly.
9. Revise your goals regularly.
10. Write your goals down where you can see them.

www.EnglishPro.ir

On Your Own SETTING YOUR LONG-TERM, INTERMEDIATE, AND SHORT-TERM GOALS

Identify several goals for yourself. Be sure to make your short-term goals specific and concrete. It is helpful to begin each objective with the words "I will."

Long-Term Goals	Intermediate Goals	Short-Term Goals

Time Management

To be a successful college student, you *must* have efficient time-management strategies. Effective **time management** means using time wisely and efficiently to be productive. If you are taking several courses and work at a job, or if you have family and other obligations, time management can make the difference between success in college and underachievement. You need to use every spare moment in order to learn new information and study. The brain absorbs information through repetition, and studying requires repetition. Here are some basic steps for effective time management.

1. Purchase a planner with both daily to-do pages as well as monthly planning pages.
2. Insert all assignments and tests into your monthly plan.
3. Insert all work and social obligations into your monthly plan.
4. Each day, set short-term goals in your to-do pages, with things you need to achieve that day. If you don't get to something that day, be sure to transfer it to your next day's to-do list.
5. Make note of the chunks of time in your schedule and use them to your advantage.
6. Take advantage of the breaks in between classes or appointments and bring along notes or vocabulary flash cards from which to study.
7. Use the ten minutes before or in between classes to scan your notes to refresh your memory and prepare your brain for new learning.
8. Keep up with day-to-day assignments and reading, so you have a grasp of the material prior to the class in which it will be discussed.
9. Plan ahead for tests, essays, and projects. Start the assignment early by breaking it into smaller chunks, so you'll have time to complete it and make necessary revisions. Overestimate the time you'll need for assignments so you're not caught at the last moment.

www.EnglishPro.ir

10. Make sure to build some relaxation time into your schedule *after* study periods with brief rewards between study periods, like getting a snack or watching an episode of your favorite television show.

Learning Styles

Making the most of your motivation and time also requires that you know how you learn best. Researchers have investigated how people learn best and have categorized the results into specific **learning styles**. You can benefit from understanding more about your own learning preferences: the more awareness you have, the better student you can become.

VARK

A useful learning style inventory is **VARK,** a sixteen-item questionnaire that provides a profile of your learning preferences. The name of this profile is an **acronym**, or word where each letter stands for another word:

V = visual
A = aural or auditory
R = read/write
K = kinesthetic, or hands-on

If you learn in accord with your learning preference, you are more likely to be motivated; if you are motivated, you are more likely to be successful. It is what you do *with* your knowledge of your learning preference that will make you successful.

Most people learn predominantly with one of the four VARK learning styles, but some people have a secondary type that works well for them, too. Which of the following learning styles sounds most like you?

Learning style inventories, such as VARK, are available online or through the advising or academic center at your institution.

TYPE OF INTELLIGENCE	LEARNING ACTIVITIES THAT WORK WELL
Visual A preference for visual displays	-Maps, charts, graphs and other visuals - PowerPoint presentations -Write notes and reread
Aural or auditory (hearing) A preference for hearing information	-Tape class lectures to re-listen -Download podcasts for the course -Listen to radio programs about the topic -Recite material out loud
Read/Write A preference for reading and writing	-Information displayed in words, like lists -PowerPoint presentations -Read written directions, explanations, books, and handouts -Write summaries and rewrite notes

(continued)

www.EnglishPro.ir

TYPE OF INTELLIGENCE	LEARNING ACTIVITIES THAT WORK WELL
Kinesthetic A preference for hands-on or "real" applications of information	-Simulations, movies, experiments , labs, and other hands-on situations -Attendance at events and demonstrations, such as science centers, museums, art galleries -Walking or otherwise moving around when studying -Group activities for study and learning

QUICK TIPS WORKING WITH YOUR VARK LEARNING STYLE BEFORE, DURING, AND AFTER READING

Step 1: **Before Reading.** Identify the information to be learned. Ask yourself:

- What is my purpose for this reading?
- How much time do I have?
- What do I already know about the subject?
- Which prereading strategy should I use?

Visual	Auditory	Read/Write	Kinesthetic
• Look at charts, graphs, maps, or diagrams. • Watch a TV broadcast of the information or related video.	• Listen to recorded information. • Attend lectures. • Read out loud.	• Read information in text. • Read handouts. • Read information online.	• Read or listen to the information, then conduct experiments or perform the task or activity. • Manipulate three-dimensional objects (i.e., models).

Step 2: **During Reading.** Turn the subheadings into questions to guide your reading. Look for the answers to the questions. Ask yourself:

- Do I understand what I am reading?
- How does this section or point relate to the topic?
- How does this section or point relate to the previous section or point?
- Do I need to slow down or speed up?

www.EnglishPro.ir

Visual	Auditory	Read/Write	Kinesthetic
• Use colored pens or pencils to underline text. • Connect written text to visuals, graphics, or pictures. • Draw a visual of the information as a form of note taking while reading.	• Repeat difficult passages out loud. • Discuss segments of text with a study partner. • Write down or draw diagrams or notes and read them aloud.	• Take notes as you read. • If a concept is challenging, try to paraphrase the passage (write it in your own words).	• Imagine the application of the information in real life. • Try to relate information to actual tasks or behaviors—visualize them being carried out or do it yourself to solidify information.

Step 3: **After Reading.** Ask yourself:

- What are the key points in each subsection?
- Can I explain these points in simple terms?
- Did my strategies before and during help me understand this information?
- What questions will be asked about this information?
- How does this information relate to the course objectives or topic?

Visual	Auditory	Read/Write	Kinesthetic
• Represent new material in a graphic organizer, chart, or diagram. • Study by re-creating this visual representation. • Copy and re-copy notes.	• Listen to and answer questions in class about the material. • Repeat information out loud. • Record key points and play them in the car or during study sessions. • Orally quiz your study partner. • Listen to audio or podcasts about the material.	• Create an outline or study cards of important information. • Write a summary of key points or list points and check your answers against your notes. • Use word associations and rhymes to remember (mnemonic devices).	• Recite information while walking around. • Perform the task and then write down important points. • Visit appropriate museums, galleries, locations, and other natural environments to learn more. • Use role plays, acting, or games to reinforce information.

www.EnglishPro.ir

Multimodal learners are people who use two or more learning styles on a regular basis. If you are a multimodal learner, try the strategies related to your preferred modes of learning. Be aware of which work best and design your own best study plan based on what works for you with different types of subject areas. For example, science may be clearer with visual study strategies such as creating diagrams or flow charts. Sociology, on the other hand, may make more sense when you write down the main points. Experiment with the strategy and make it work for you.

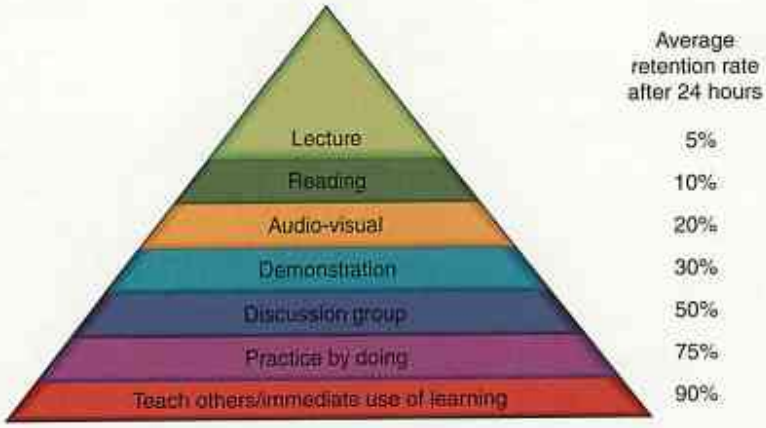


FIGURE 1.1
Average Retention Rate

With a partner, consider Figure 1.1 that shows the relationships between different types of learning and how long information is remembered with that learning method. What conclusions can you draw about how students learn most effectively? How might the information in the pyramid relate to learning styles?

MULTIPLE INTELLIGENCES

Howard Gardner is credited with determining that there are numerous ways that individuals are "smart." These ways are referred to as **multiple intelligences**. Some of us are intelligent in several different ways; not all people have the same "academic" abilities, but this is just one of many ways to be intelligent. This research is revolutionary because it is now accepted that intelligence is not just academic in nature. It can take many forms.

Gardner established that there are eight main ways of learning that correspond to the different types of intelligence. Table 1.1 on the next page explains the differences and shows how these types of intelligence could apply to the academic topic of "global education."

Multiple intelligences inventories may be available through the advising or academic center at your institution. It is well worth your while working on your awareness of how *you* learn best.

To learn to your capacity, all your study and reading skills need to work together for optimum advantage. Studying in a good setting will help you make the most of what you have learned. Setting up a good study environment is not hard, but takes some consideration.

www.EnglishPro.ir

TABLE 1.1 GARDNER'S MULTIPLE INTELLIGENCES AND THEIR APPLICATION TO STUDYING

WHAT ARE YOUR STRENGTHS?	TYPE OF INTELLIGENCE	APPLYING YOUR INTELLIGENCE TO YOUR STUDYING
Words	Verbal/Linguistic intelligence	Read about the topic.
Numbers or logic	Logical/Mathematical intelligence	Look at and learn statistics about the topic.
Pictures	Visual/Spatial intelligence	Read and learn graphic material.
Music	Musical/Rhythmic intelligence	Associate different learning theories with music particular to that culture.
Self-reflection	Intrapersonal intelligence	Reflect on your own learning's strengths and weaknesses.
Physical experience	Bodily/Kinesthetic intelligence	Visit schools and/or interact with people with different learning backgrounds.
Social experience	Interpersonal intelligence	Interview others to hear their experiences (or see above).
Experience in the natural world	Naturalist intelligence	Observe learning in nature: i.e., animal learning and how it relates to human learning and memory.

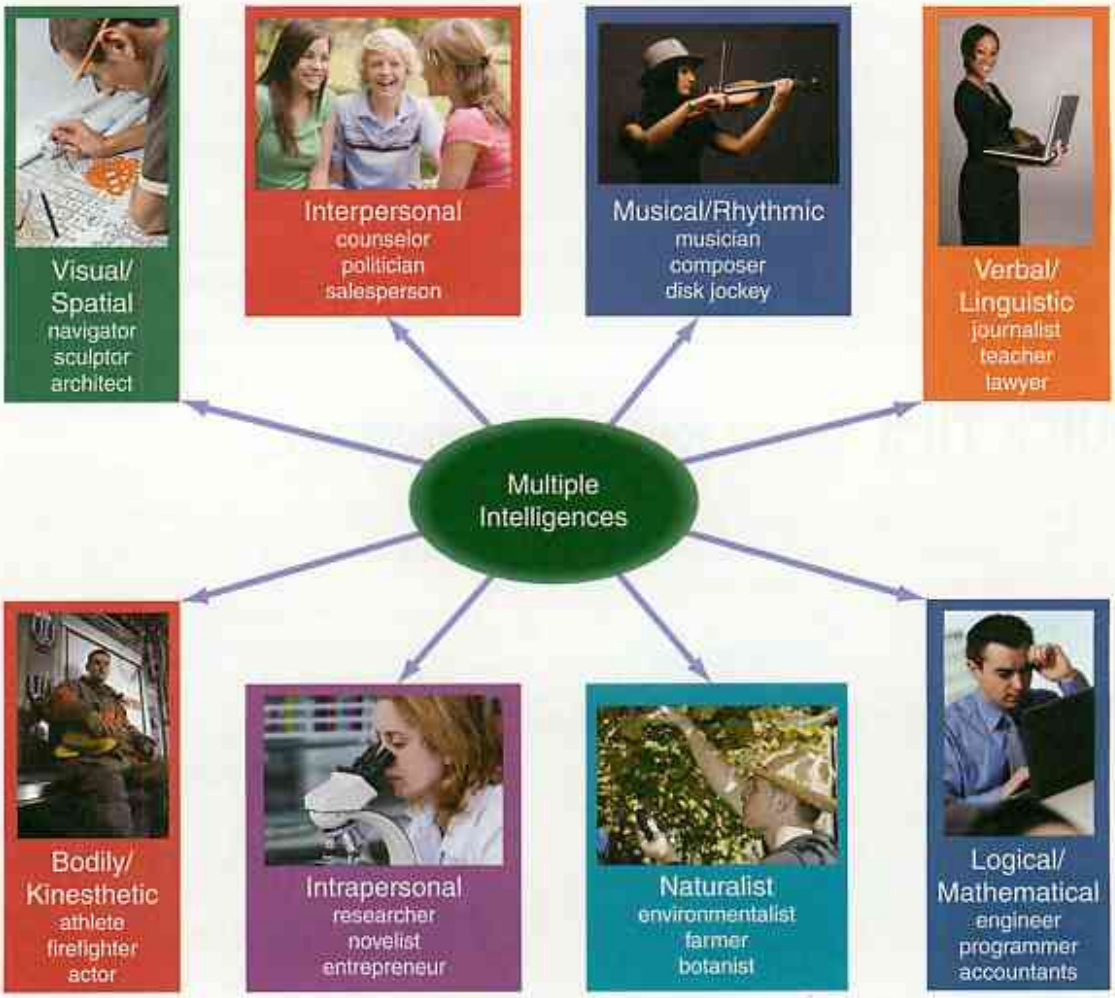
QUICK TIPS CHOOSE YOUR STUDY ENVIRONMENT

- ☑ Choose a space to study away from distractions where your sensory memory will be less likely to allow incoming stimuli to distract your short-term or working memory.
- ☑ Try to study at the same time and in the same space each day. This way, you will learn to associate the space with learning and be able to concentrate more easily.
- ☑ Avoid television and audio (unless you *really* think music helps you focus).
- ☑ Turn off your phone and make sure others (including pets) are settled to limit distractions.
- ☑ Eat before you do your work, or study when you're not hungry.
- ☑ Write down everything you need to do that you think you'll forget *before* you sit down to study so it won't distract your thought process.

(Continued)

www.EnglishPro.ir

- ☑ Make sure you have everything you need *before* you start.
- ☑ Break your assignments into manageable chunks and set your study time to about 50 minutes to an hour followed by a 10–15 minute break.
- ☑ Do not study on your bed as it may make you feel like sleeping!
- ☑ Study at a time when you feel alert. If you are a night person, study in the evening. If you are a morning person, set your alarm so you can complete some work before you start your day.



www.EnglishPro.ir

On Your Own APPLYING STUDY SKILLS TO GOAL SETTING

Now that you have learned about these general study skills, how will you apply them to your long-term, intermediate, and short-term goals?

Goals	Study Skills That Will Help You Reach These Goals
Short-Term Goals	
Intermediate Goals	
Long-Term Goals	

ACTIVE READING

The vast majority of college courses require reading to learn. Reading effectively requires knowledge of strategies that you can adapt to suit your learning style and the way you learn best. While you will find some strategies will work better for you than others, keep an open mind and give these strategies a try. After all, they have been developed from years of research and practice about how individuals learn most effectively. Neuroscience (the study of the brain) has illuminated how the brain and memory work, and it is important to learn or study according to how your brain processes information.

To fully comprehend new information, you need to become an active learner. **Active learning** involves more than being on top of your course assignments. Active learning involves working with your brain to maximize your success. An active learner:

- Takes responsibility for learning.
- Does all the reading and takes notes.
- Focuses on the subject being discussed and asks questions.
- Does not rely on or blame the instructor if something is not clear, makes note of the question, and asks the instructor to clarify before, during, or after class.
- Asks questions, rereads the text, and uses college support services to help when she or he is stuck.

www.EnglishPro.ir

- Forms a study group with other students so they can all help each other clarify the important points covered in class or in reading assignments. Sometimes peers can explain a concept in language that makes sense to another person. Explaining a concept to someone else is the best way to see whether or not you really understand it yourself!

Active learning is the opposite of **passive learning**, which is not being in control of your learning. If you are a passive learner, learning is done *to* you rather than *by* you.

Metacognition

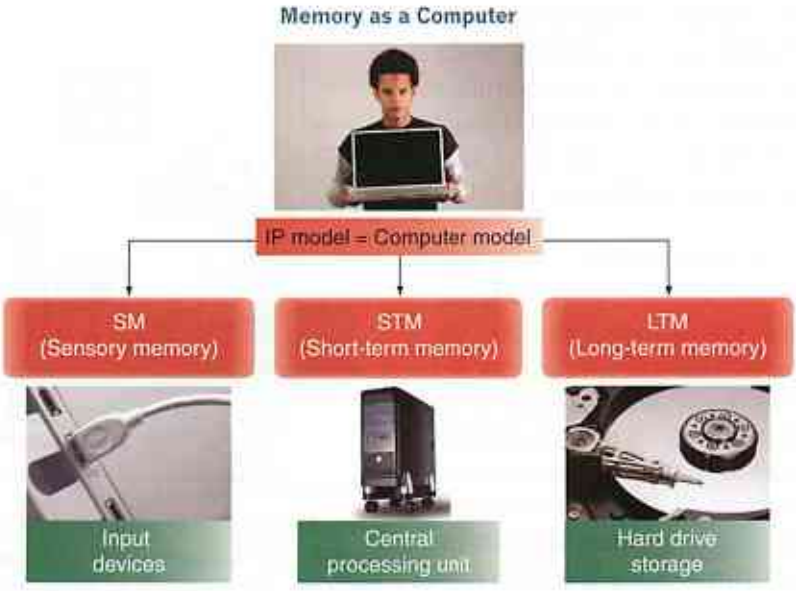
Active learners take the time to consider their metacognition. **Metacognition** is being aware of your own thoughts and monitoring your thinking. In simple terms, metacognition is thinking about what you are thinking about! A good example of being aware of what you are thinking while you are performing a task or an activity is learning to drive a car. Can you remember when you first learned to drive? At first, every activity you performed—putting your foot on the brake, turning the steering wheel, negotiating a left turn after coming to a full stop—required concentration and focus. You were hyper-aware of what you were doing while you were doing it. Now, after years of practice, you perform these tasks easily and automatically. Similarly, when you first use a reading strategy or practice a reading skill, you must *mindfully* concentrate on each separate step of the process. So although using the reading strategies you'll learn in this textbook will feel like hard work at the beginning, they will eventually come to you naturally. Like an experienced driver, you will find the application of these strategies comes without conscious thought; it becomes automatic.

Memory and How the Brain Processes Information

But how do processes become automatic to you? How does your brain remember? There has been a lot of research on how people learn and remember. Researchers agree that memory is comprised of three processes in the brain: the sensory memory, the working—or short-term—memory, and the long-term memory. Each part of this system plays a crucial role in learning. And the more you know about the way memory works, the more you can learn *with* your brain rather than *against* it. The reading strategies you will learn will make a lot more sense, too.

Imagine your brain as a computer. First, information must be put into the device for the central processing unit to accept and manipulate the information. The central processing unit, or your computer terminal, must **encode** or organize this new information in order for it to be stored and **retrieved**, or accessed again from the hard drive storage. All of these systems rely on the others to make information useable and retrievable. If there is a glitch in any of these systems, the whole system is compromised. In short, if you do not "save" the information and store it correctly, it will be lost. Your brain works in much the same way as your computer. Look closely at the three parts of memory processes: sensory, working or short-term, and long-term memory.

www.EnglishPro.ir



SENSORY MEMORY

Your brain receives information through your five senses (sight, hearing, taste, touch, smell), hence the name *sensory memory*. This part of your memory system holds information for a brief period of time during which you decide to accept or reject the incoming stimuli. For example, if you are at a party and are engaged in an interesting conversation with someone you like, you may not hear your name being called from across the room. However, if you are distracted, bored, or not paying full attention, you will hear your name being called from across the room. If you are consciously aware of the incoming stimuli, if you accepted this incoming information, then it is moved to your working memory to be further processed. If you did not hear the incoming information within a few seconds, it never registered at all.

WORKING (SHORT-TERM) MEMORY

If incoming sensory information is perceived, or accepted, it is now in your working memory. Your working memory is, essentially, your mind: what you are thinking about at any given time. The working memory is where you start the process of learning information, or studying. Your working memory can only store about seven to nine pieces of information at one time. If you try to cram more information into this limited system, something you were thinking about or studying will get "bumped" from your thoughts. Unfortunately, not only is the working memory limited in capacity, but it can also only hold information for a limited time without forgetting before it transfers it to the long-term memory.

www.EnglishPro.ir

To prevent the working memory from forgetting, the information you are studying needs to be as organized as possible. Your brain likes organized information because it is in this format that new information can be stored for later recall. The process of organizing information is called **encoding**.

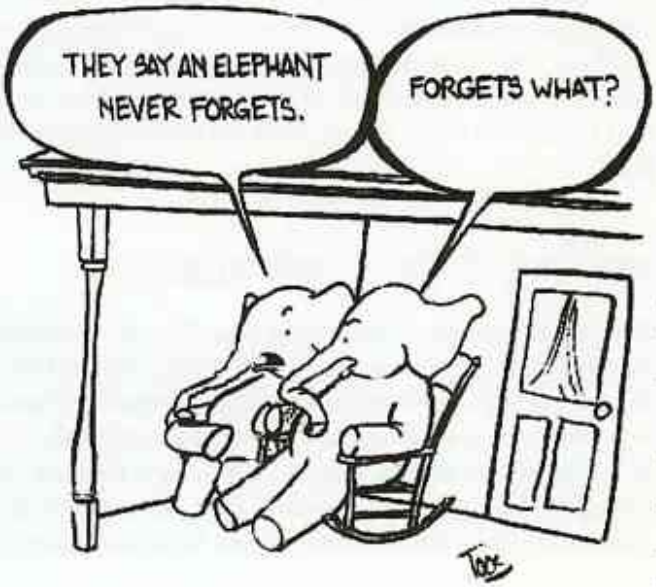
"I'm having trouble with my short term memory...
I'm here because of my short term memory...
I'd like to talk to you about my short term memory..."

Jonny Hawkins/www.cartoonstock.com

Because your working memory is so limited in capacity and in the amount of time it can remember, encoded information can take the form of chunking, which is further organizing the information to be processed into your long-term memory. **Chunking** is arranging related information into categories so the new information can be remembered more easily. Chunking involves creating meaningful clusters of information. Because the working memory can only hold seven to nine pieces of information at any given time, if you tried to cram a tenth piece of information into your brain, something would be bumped. But if you condensed the seven to nine pieces of information into one, you could free up space in your working memory to remember more things. Imagine you are learning about commas in your English class and you need to memorize all the coordinating conjunctions: *for, and, nor, but, or, yet, so.* You can make an acronym, a word created by using the first letter of a group of words, of the coordinating conjunctions to help you remember them: FANBOYS. By using an acronym, you have chunked the information into one unit that is organized and therefore easier to remember. And because this information is organized, you brain has an easier time remembering it and committing it to long-term memory.

LONG-TERM MEMORY

Unlike your short-term memory, your long-term memory has an unlimited capacity. In other words, if it were possible to study twenty-four hours a day for the rest of your life, you would never run out of storage space for your learned information. In fact, the more you learn, the more you are capable of remembering because the connections between your prior knowledge and new knowledge are strengthened. In short, the more electrical signals that are sent between cells in the brain, the stronger the connections grow. Your brain's organization of memories is continually changing,

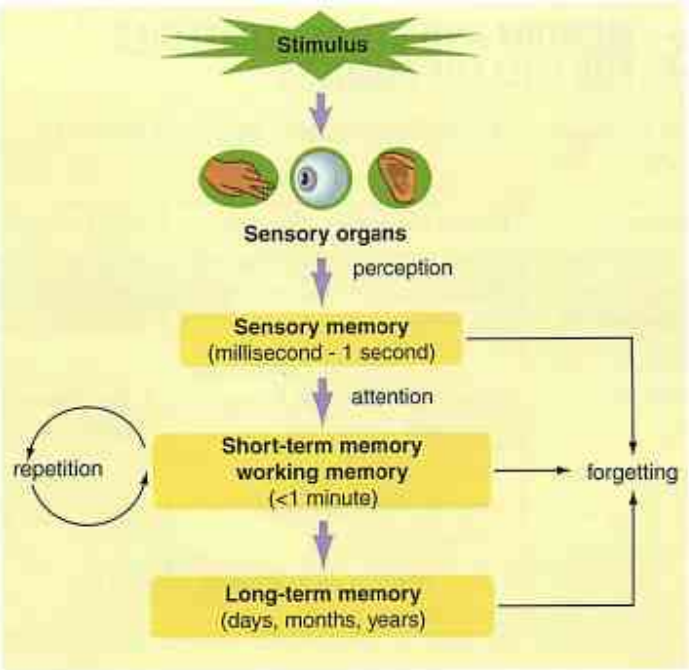


Andrew Toos/www.cartoonstock.com

www.EnglishPro.ir

so the more you learn about a subject, the more elaborate the connections become between related information stored in your long-term memory. This related information is called **schema** (singular: **schemata**). The important point for you to understand is that you need to associate new information you are learning to information you have already learned that is related to that topic. You need to think about what you know about a subject before trying to learn more about that topic in order to help remember the new information later. This mental activity is known as accessing **background** or **prior knowledge**, like you did in the beginning of this chapter in the "Check Your Prior Knowledge" activity.

Memory Flow Chart



FORGETTING

Forgetting information is a frustrating experience for all students. There are a few reasons why you may forget information that you have studied. Here are the main reasons for recall problems:

- Your new information was not organized effectively enough to be stored and retrieved.
- You did not repeat this information often enough to retain it.
- There may be a problem with retrieving the information.

If these problems with forgetting seem familiar to you, here are some basic points to reduce the likelihood of forgetting.

- Over-learn. Study more than you think you need to.
- Distribute your learning over a longer period of time instead of trying to learn a lot in a small space of time. (This is known as cramming.)

www.EnglishPro.ir

- Review information regularly after you have learned it in order to improve retrieval of the information, or recall.
- Space your studying. **Spaced practice** means that you study in "chunks." Fifty- to sixty-minute chunks are optimal for concentrating and absorbing information. After this, take a ten to fifteen minute break during which you think about or do something else. Work on the most challenging subject first. Usually, the most concentration-intensive work is reading.

QUICK TIPS MEMORY AND STUDY STRATEGIES FOR COLLEGE SUCCESS

College classes are cumulative: Today's information builds on yesterday's and provides the basis for tomorrow's.

Before strategies prime your brain to learn information most effectively, taking into account the limits and processes of the working memory.	**During strategies** allow you to focus on understanding and organizing information most effectively.	**After strategies** focus on working with your brain's memory system to learn and recall important information.
▪ Set up a good environment for study. ▪ Set a purpose for your task. ▪ Think about what you already know to prime your brain.	▪ Use active learning to stay focused. ▪ Use metacognition to assess your learning and concentration. ▪ Use organization to improve encoding.	▪ Use spaced practice to aid in retrieval. ▪ Avoid cramming. ▪ Over-learn material.

Purpose for Reading

In order to read and learn effectively, you need to have a clear understanding of *why* you are reading an assigned passage and *what* your learning goals are for reading. Different purposes for reading influence different rates or speeds in reading as well as different degrees of concentration. For example, if you are reading a complex passage in order to learn the information for a test, you need to slow down your reading to concentrate on the key points. Your purpose is to learn and understand the information thoroughly. If, however, you are reading a magazine for pleasure, and your purpose is to gain an overview of the content, you can speed up your reading to accomplish this. Also, if you know a lot about a subject and have a good deal of prior knowledge, then you may not have to read slowly because your knowledge base is already significant. If you have little prior knowledge about a subject, you will have to adapt your reading in order to slow down to concentrate, understand, and learn the new information.

www.EnglishPro.ir

Surveying and Previewing a Reading

Now that you have some working tips on how to cope with college studying according to how your brain processes information, it is time to focus on specific reading strategies that incorporate this same rationale: working with how your brain processes information to read and learn most effectively. The purpose of these strategies is to recognize how an author has structured a reading. And because your brain understands information better when it's organized, recognizing structure in a reading will allow you to better understand and retain the information in the reading.

There are two important prereading strategies that function to provide an overview of a reading to prime your brain to learn the new information. **Surveying**, or quickly scanning a reading, helps you consider what you already know about the topic, connects your prior knowledge to the reading, and primes your brain for learning new information. **Previewing**, or skimming, the reading more closely helps you to determine important features of the passage. Both techniques involve very rapid reading (about 1,000 words per minute). Regular reading, whether for study or pleasure, varies from between 150–300 words per minute, depending on the reading task and reader's familiarity with the topic.

SURVEYING A READING

When you first encounter a text, look it over and make a mental note of the title, boldfaced words, subheadings, and graphics. This is called *surveying* a reading. Use this technique when you are preparing to read a longer reading, like a textbook chapter. You prime your brain to accept this information by first seeing the overall structure.

Surveying a reading involves quickly scanning the reading and considering what you already know about the topic of the reading so your brain will be ready to learn new information. To survey a reading, do the following.

1. Read the title and ask yourself: *What is this reading about?*
2. Ask yourself: *What do I already know about this topic?* Jot down some main points (or discuss what you know with a partner). This step is important because you are activating your prior knowledge to prepare your memory to accept new information about the topic. So don't skip this part!
3. Predict what you think the reading will cover.
4. Flip through the reading and read headings and captions. Look at the diagrams or pictures.
5. Turn the title and headings into questions to hone in on content and organization.
6. Scan for words you don't know and circle them.
7. Repeat step #3. What do you *now* think the reading will cover?

These steps will provide you with a general overview of the structure of the chapter and help set up your brain to process the information.

QUESTIONING: CREATING GUIDE QUESTIONS

Questioning as a prereading strategy is important for several reasons. First, it focuses your attention and guides your reading, so you actively look for information. Second, reading to answer questions is

www.EnglishPro.ir

an active learning strategy that compels you to read to find a specific answer to your question, aiding in comprehension and concentration. Last, the answers to the guide questions form a solid basis for review to learn the information. There are two main ways you can create guide questions.

- **Creating questions from headings.** If a reading has textual clues, like headings, you can easily create guide questions. A **heading** is a major section in larger or bold print. A **subheading** is a smaller section within a major section. A subheading can be recognized by distinct print or size, too, but is smaller in size or fainter in color than a major heading. Use the six journalist questions to design your question: who, what, where, when, why, or how. Decide which of the six prompts best elicits the key points of the section. Don't worry if your questions seem awkward at first; they will improve as you practice.
- **Creating questions from topic.** If a reading does not have headings or subheadings, you can ask yourself: *Who or what is the passage about?* The answer to this question is the topic of the passage. (You will learn about topic later in this chapter.) Once you have determined the word or phrase that answers your question, use your answer to formulate your own question, using one of the journalist questions. This technique is like using headings, but instead of having the author's words to form a question, you create your own word or phrase to form your guide question.

Thinking It Through FORMULATING GOOD GUIDE QUESTIONS

Look at the subheading in this section: Questioning: Creating Guide Questions. What would be reasonable questions to ask yourself while you read this subsection? You could ask:

- What is questioning?
- How does questioning work?
- Who should use questioning?
- Where is questioning used?
- When is questioning used?
- Why use questioning?

Which question would yield the best results? In this case, "Why use questioning?" would be the best to pull out the important points. If you asked yourself this question, you would find the key points are (1) questioning focuses your attention and guides your reading, (2) questioning is an active learning strategy that improves concentration and comprehension, and (3) the answers to self-generated questions form a basis to review new information.

"Who should use questioning?" would be a less effective question to ask because the passage doesn't address the answer specifically, although you could make an educated guess that every active reader should use this strategy. The other questions would be okay, but not as focused as asking why. How do you know which of the six prompts to use with any given heading? The answer is simple: Practice. If you preview or survey a reading you will develop the skill of predicting what the author's train of thought or organizational pattern will be.

www.EnglishPro.ir

On Your Own SURVEYING A READING

Look at one of the four Textbook Applications included at the end of each unit. Apply surveying strategies, making sure to turn the headings and subheadings of the chapter into questions. Write your questions in the text next to the headings so you can use them later when you are assigned to read and prepare this chapter. Discuss your answers with a partner or with your class as a whole.

PREVIEWING A READING

Whereas surveying involves getting a sense of the layout of a long passage, as in a textbook chapter or longer reading, previewing is a more in-depth technique for addressing the structure of an essay, article, or reading of a few pages or less. While you may *survey* a textbook chapter in its entirety, you *preview* only a section of the chapter at a time. Whereas surveying is flipping through pages and noting important features, previewing is actually *reading* significant parts of the passage.

The basic steps of previewing include looking at the introduction, the first sentence of body paragraphs, and the concluding paragraph. By quickly previewing the reading, you are looking at how the author arranges information and locating the author's main point. This technique allows you to see the bones, or "skeleton," of a reading passage, which is also the structure. Here are the steps to preview a reading:

1. Read the title.
2. Read the first paragraph.
3. Read the first sentence of each of the middle paragraphs.
4. Read the entire concluding paragraph.

If there are headings, turn them into questions to guide your reading. If there are no headings, turn the topic of the section into a question to guide your reading. Consider the following questions.

1. Why read the title?
2. Why read the first paragraph? What might be in it?
3. Why read the first sentences of each body paragraph? What might be significant about the first sentences?
4. Why read the concluding paragraph? What might be in it?
5. Why bother to preview a reading beforehand?

It is important to read the first paragraph when previewing because it may contain the author's key points. Similarly, the author's key points may be stated in the concluding paragraph. Both the introduction and conclusion are important for you to understand the overall point of the reading. The first sentences of each body paragraph are likely to include the major point about that paragraph, so they also

www.EnglishPro.ir

are important to understanding the overall structure of the reading. Previewing as a whole is important because it activates your prior knowledge, primes your brain for receiving new information, and allows you to make predictions about what the passage will be about and what important points the author will discuss. Table 1.2 examines the differences between surveying and previewing a reading.

TABLE 1.2 THE DIFFERENCES BETWEEN SURVEYING AND PREVIEWING A READING

	SURVEYING	PREVIEWING
PURPOSE	To gain an overview before you begin to read a textbook chapter or long passage	To begin to understand the structure and topic of an essay, article, or section of a textbook chapter before you begin to read
GOAL	To provide a general overview of topic and structure to plan your reading task in a long passage	To provide more precise information on topic, structure, and main idea of a short passage or section of a long passage
STEPS	1. Read the title and ask yourself: *What is the reading about?* 2. Ask yourself: *What do I already know about this topic?* 3. Predict what you think the reading will cover. 4. Flip through the reading and read headings and captions and look at the diagrams and illustrations. 5. Turn the title and headings into questions to hone in on content and organization. 6. Scan for words you don't know and circle them. 7. Repeat step 3. What do you *now* think the reading will cover?	1. Read the title. 2. Read the first paragraph. 3. Read the first sentence of each of the middle paragraphs. 4. Read the entire concluding paragraph.

IDENTIFYING TOPIC

In order to analyze a reading, you need to recognize *who* or *what* the passage is about. A topic is not a sentence. Instead, it is a word or phrase, and it should be as specific as you can make it. The more specific you can make your statement of topic, the easier it will be to determine the author's most important point about the topic, or the author's main idea.

www.EnglishPro.ir

You know you can create questions from headings or from the topic if there are no headings. Well-considered statements of topic yield good guide questions. For example, stating the topic of the reading in the pre-assessment on page 4 as memory is certainly what the passage discusses, but it is too general. From this word alone, you don't know if the reading is about memory and childhood, memory and the brain, memory and traumatic events, or memory and something else. When you establish a very specific topic, you narrow down the contents of the reading into a format that leads to finding the important points of the reading. With this in mind, stating the topic of the pre-assessment as memory problems and improvement is far more focused and specific. You can then take this phrase and pose this question: What are memory problems and how can they be improved? This question will guide your reading to focus on finding the answer. See how much better your grasp of the key points will be if you really focus your topic and, as a result, your guide question? Now you would be ready to read the article and pull out the key points that answer this specific and focused question. To identify the topic, follow these steps.

1. Look for a title, subtitle, headings, or subheadings that provide clues.
2. Look for bold or italicized words—this visual clue often indicates a definition or another important point and frequently reveals the topic of the passage.
3. Look for a word or words in the reading that occurs over and over again. This is a clue that indicates what the author is discussing.

Thinking It Through IDENTIFYING TOPIC

Preview and then read the following reading written by the editors of *Issues and Controversies on File*. Afterwards, read the explanations that follow for determining the topic of the whole reading and each paragraph and posing good guide questions based on the topic.

How the Brain Remembers

1 Although many people talk about memory storage as if an experience is bundled into a packet of information and filed away in a single area of the brain, the brain actually stores information quite unlike a file cabinet. Instead, the various components of a memory are parceled out to different parts of the brain. Information about sights are stored in the visual cortex (near the back of the head), information about smells in the olfactory cortex (behind the eyes), and so on.

2 Deeper inside the brain, a different specialized region, called the limbic system, gathers the scattered fragments of the memory to produce a coherent experience. In doing this, the various areas of the brain that are concerned with memory are all activated at the same time. Each time the same experience is remembered, the same web or "network" of brain cells in the different parts of the brain are activated. Memories are consolidated or reinforced each time the same weblike network is activated.

3 Those who study memory say that events are forgotten if the experience is not reinforced by repeated activation, and some psychologists say it is possible to forget even traumatic events if the memory does not undergo this consolidation. Recent studies, however,

(Continued)

www.EnglishPro.ir

suggest that traumatic memories may be remembered in a different way from regular memories. Very strong emotional experiences can cause certain hormones to flood brain cells. These hormones may sear a memory into the brain without the need for reinforcement. These traumatic events may alter the brain's hippocampus, a brain structure that helps to dispatch messages across brain areas.

4 "We believe that the brain takes advantage of the chemicals released during stress and powerful emotions to regulate the strength of storage of the memory," says James McGaugh, who researches memory at the University of California at Irvine.

1. Who or what is the whole passage about? _____
The title gives you a strong clue: "How the Brain Remembers."
   - Answer: *brain and memory* (or something similar, such as *the brain and remembering*, or even *how the brain remembers*).
   - What is a good guide question to ask about this reading? *How does the brain remember?*

2. Who or what is paragraph 1 about? _____
After reading paragraph 1, you can see the word *memory* is repeated as well as the word *storage*.
   - Answer: *brain and storage*, or *memory and storage*, or *memory and brain storage*.
   - What is a good guide question to ask about this paragraph? *How does the brain store memories?*

3. Who or what is paragraph 2 about? _____
When you read paragraph 2, you *see memory* repeated again. Also, the words *brain* and *networks* are repeated.
   - Answer: *memory and networks, memory and brain networks*, or *memory and brain*.
   - What is a good guide question to ask about this paragraph? *How do brain networks store memories?*

4. Who or what is paragraph 3 about? _____
Again, you see the paragraph is about memory—not surprising. You also see the words *trauma* or *traumatic* repeated.
   - Answer: *memory and traumatic events, trauma and memory*.
   - What is a good guide question to ask about this paragraph? *How do traumatic events affect memory?*

5. Who or what is paragraph 4 about? _____
When you read for useful clues, you see the words *brain* and *chemicals* and *memory*.
   - Answer: *brain chemicals and memory*.
   - What is a good guide question to ask about this paragraph? *How do brain chemicals create memory?*

www.EnglishPro.ir

Notice that each of these four paragraphs is about memory. If you just said "memory" as the topic for each paragraph, you would have trouble creating a guide question to focus on pulling out main points. When you narrow the topic into memory and something else, the focus of the paragraph is clearer as are the questions you can create to guide your reading.

QUICK TIPS IDENTIFYING TOPIC

- ✓ *Topic* is who or what a passage is about.
- ✓ Topic can be found in the title, boldfaced words, or words repeated in a passage.
- ✓ Try to narrow the topic down to two parts: "_____and_____." This will make your self-generated guide question more effective and finding the key points easier.
- ✓ Remember: A *topic is a word or a phrase*, not a sentence!

On Your Own IDENTIFYING TOPIC

Refer to Application 3 "Inside the Mind of a Savant" on page 54. Refer to the section titled "Memory and Music" (paragraphs 13–19). Preview and then read the subsection. Afterwards, answer the following questions. Discuss your answers with a partner.

1. Who or what is the section about? _____
2. Who or what is each of the seven paragraphs about? List the topics below.

   Paragraph 13: _____

   Paragraph 14: _____

   Paragraph 15: _____

   Paragraph 16: _____

   Paragraph 17: _____

   Paragraph 18: _____

   Paragraph 19: _____

HOLISTIC READING STRATEGIES

Now that you have some practice surveying, previewing, and identifying topic, *and* you have a good overview about fundamental approaches to reading that work with how your brain processes information, you need to start to use holistic reading strategies to optimize your reading and learning.

www.EnglishPro.ir

A **holistic reading strategy** puts before-, during-, and after-reading strategies into a unified system. Reading strategies make your learning more effective because they prime the brain for the receipt of new information and provide a method to organize new information so it can be learned. Most importantly, these strategies improve your comprehension of the new information, increase your concentration, and promote active learning and metacognitive awareness. As you practice using a reading strategy, be aware of what works for you and what does not work for you.

SQ3R and SQ4R

The most famous and widely used strategy for before, during, and after reading is SQ3R, which is an acronym that stands for:

Survey
Question
Read
Recite
Review

SQ4R is a variation on this, adding *Reflect* to the end of the list. These strategies are best for reading textbook material or long passages with subheadings. You already learned about surveying and questioning, and reading to look for the answers to the questions you pose. *Recite* refers to repeating the answers to the questions in your mind or aloud (or even in writing) to reinforce learning. (Whichever method you choose, reciting out loud, in your mind or in writing, will depend on your learning style, as you learned in earlier in this chapter, so choose which is best for you.) *Review* compels the reader to go through the process of repeating or reciting the answers on a regular basis to learn, such as during a spaced-practice learning system. *Reflect* refers to thinking about the information and critically evaluating it, as well as relating it to your prior knowledge and other information previously learned.

PQ4R

PQ4R is a variation of SQ3R and SQ4R. The acronym PQ4R stands for:

Preview
Question
Read
Reflect
Recite
Review

The foundation of this reading strategy is to help learners organize new information to make it meaningful, and therefore easier to learn and retain. Because this strategy focuses on previewing rather than surveying, it is best for reading essays and articles that are shorter and that may or may not contain subheadings.

www.EnglishPro.ir

KWL

KWL is a basic strategy that allows you to make the connection between what you already know about a topic, the goals you have for reading and learning the passage, and new information that you have learned.

K = Know as in: What do you **know** about the topic?

W = What as in: **What** do you want to learn?

L = Learned as in: What have you **learned**?

To employ this strategy, divide a piece of paper into three columns and jot down information related to each of the three parts of this strategy, like this:

WHAT DO I KNOW?	WHAT DO I WANT TO KNOW?	WHAT HAVE I LEARNED?

With KWL, you are setting up the brain to learn new information, but the main focus is on connecting prior knowledge and setting learning goals. This strategy also compels you to generate ideas about what you want to learn from a reading, putting you in control of what your purpose for reading is. It emphasizes making connections between your list of what you wanted to learn and what you actually learned. You can monitor your improvement over time as your statements about what you want to learn and the contents of the reading become more closely linked. Ultimately, the result will be improved comprehension of material.

On Your Own APPLYING READING STRATEGIES

Reading strategies work when they are practiced. Apply one or more of these holistic strategies to a chapter or reading assigned for this class or another class you are currently taking. Your instructor may ask you to submit your work for feedback.

Whichever reading strategy you ultimately choose and employ for college reading, rest assured that each of these is effective, worth your time, and has been developed in accord with our knowledge about how the brain learns. While the application of these strategies may be cumbersome at first, remember the awkwardness of first learning to drive an automobile! Keep in mind how automatic that process is now and how efficient you are with the process. Also, keep in mind that you can adapt these strategies to maximize their effectiveness for you.

www.EnglishPro.ir

SQ3R	SQ4R	PQ4R	EXPLANATION
SURVEY Quickly scan the reading, taking note of titles, subheadings, boldfaced words, graphics, and photographs to get an overview of the reading section.	**SURVEY** Quickly scan the reading, taking note of titles, subheadings, boldfaced words, graphics, and photographs to get an overview of the reading section.	**PREVIEW** Read the title, the first paragraph in its entirety, the first sentence of each body paragraph, and the conclusion in its entirety to get an overview of the reading section.	Surveying or previewing a reading beforehand allows your brain to see the structure of the reading. You can identify the topic of the reading as well as predict the most important points. Also, you get a glimpse at how the author organizes ideas, so you can do the same.
QUESTION Turn headings and subheadings into questions to focus your reading and concentrate on the answers to these questions (who, what, where, when, why, how).	**QUESTION** Turn headings and subheadings into questions to focus your reading and concentrate on the answers to these questions (who, what, where, when, why, how).	**QUESTION** After previewing, create a question, or questions, to answer for the reading as a whole and/or for each paragraph or section. Turn subheadings into questions, or determine the topic and then use it to formulate a question in order to focus your reading (who, what, where, when, why, how).	Creating questions forces you to actively focus your reading to find answers to those questions.
READ Read to find the answers to the questions you posed.	**READ** Read to find the answers to the questions you posed.	**READ** Read to find the answers to the questions you posed.	Focusing your reading to find answers to the questions you posed reduces the likelihood of losing concentration and increases the likelihood of understanding what you are reading.

www.EnglishPro.ir

SQ3R	SQ4R	PQ4R	EXPLANATION
RECITE Repeat aloud, in your head, or in writing the answers to your questions, as well as any notations you have taken while reading.	**RECITE** Repeat aloud, in your head, or in writing the answers to your questions, as well as any notations you have taken while reading.	**REFLECT** Connect what you have read and the answers to the questions that you have posed to: (a)What you already know. (b)The connections between parts of the reading: How do the questions and answers relate to each other? (c)How does this information apply to the "real world"?	*Recitation* is repeating information in order to begin the process of encoding it and storing it in the long-term memory. In PQ4R, thinking about your prior knowledge primes the brain for storage of new information before the act of processing (repeating) it.
REVIEW Practice repeating the new information to learn it. Apply the spaced-practice technique.	**REVIEW** Practice repeating the new information to learn it. Apply the spaced-practice technique.	**RECITE** Repeat aloud, in your head, or in writing the answers to your questions, as well as any notations you have taken while reading.	Review further develops the process of learning the information through the repetition of thinking about it, storing it in the long-term memory, *and practicing retrieving the new information.* In PQ4R, once you relate prior knowledge to the reading, the process of learning begins.
	REFLECT Think about the information, critically evaluate it, and relate it to your prior knowledge and other information learned to which it relates.	**REVIEW** Repeatedly review the material by asking yourself questions and saying, thinking, or writing the answers. Only refer to your notes if you have to!	SQ4R ends with analysis, synthesis and evaluation of materials (critical in college-level comprehension). PQ4R ends with the repetition necessary to process new information into the long-term memory and retrieve it accurately.

www.EnglishPro.ir

VOCABULARY STRATEGY

Using Context Clues

What do you do when you encounter words in a reading that you don't know? College texts are full of mysterious words whose meanings elude many readers, and every academic discipline has its own vocabulary. However, there is a way to unlock the meaning of an unknown word without having to resort to a dictionary each time. As you know, your working memory has a small capacity. Because of this finite capacity, it is important for you to maintain concentration. Resorting to the dictionary, while sometimes necessary, is apt to "bump" your flow of concentration. So you need to explore other options for figuring out unknown words. One way is to use context clues.

Context clues are always your first strategy when unlocking the meaning of an unknown word or term, just like surveying and previewing are your first strategies for unlocking the topic of a reading. A vocabulary **context clue** is the surrounding information in the text that allows a reader to deduce, or figure out, the meaning of an unknown word. The surrounding information may be within the sentence that contains the unknown word, or in sentences around the sentence containing the unknown word. There are four types of context clues.

1. **Definition Clue.** A definition clue is given when an author *directly* defines a word for you in a phrase or sentence. This type of clue is helpful for readers because the information you need—what the unknown word means—is readily available and obvious because it is directly stated. Many disciplines in college 100-level classes have textbooks full of definition clues, as these introductory courses are geared to build up your awareness of the language of a discipline. Definition clues often feature the unknown word in bold print or italics so it stands out. Sometimes, words or phrases like *means, is defined as,* or *is* follows the boldfaced word or the word you do not know. Definition clues can also be recognized through punctuation, such as a colon (:) or a dash (–) followed by the definition.

2. **Synonym Clue.** A synonym is a word that means the same as another word, in this case, the word with which you aren't familiar. A synonym for the unknown word can appear next to it, offset by commas or with the word *or,* clarifying that the words are synonyms. Synonym clues are much like definition clues, but instead of being a direct definition or longer phrase, a synonym clue is usually only a word or two in length. Synonyms for an unknown word may not just be within that same sentence, however. A synonym for an unknown word can be in a sentence before, after, or even a few sentences before or after.

3. **Antonym Clue.** An antonym is a word that means the opposite of another word, in this case, the word with which you aren't familiar. An antonym context clue is also called a **contrast clue.** Antonym clues are often (but not always) recognizable by certain transition or signal words that signify contrast. Common contrast transition words and phrases are: *instead of, on the other hand, rather than, but, however,* and *conversely.* An antonym for the unknown word can appear next to it and is usually only a word or two in length. An antonym for an unknown word may not just be within that same sentence, however; it can be in a sentence before, after, or even a few sentences before or after.

www.EnglishPro.ir

TABLE 1.3 SIGNAL WORDS THAT INDICATE CONTEXT CLUES

TYPE OF CONTEXT CLUE	SIGNAL WORDS OR PUNCTUATION	EXAMPLES WITH DEFINITIONS UNDERLINED
Definition Clue A definition (phrase) of a term, often in boldface or italics	• is, is defined as, means • : (colon) followed by definition • — (dash) followed by definition • , (comma) followed by definition • **boldface** • *italics*	**Long-term memory** is the part of the mind that holds all memories from past experience in a network of organized ideas. **Mnemonic devices**—memory aids that facilitate learning information—are useful for studying and learning.
Synonym Clue A word that means the same thing as the one you don't know	• A word that means the same within commas • A word later in the sentence (or surrounding sentences) that means the same • The word *or* that follows with a synonym of the unknown word	**Repressing** memories can lead to inaccurate recall. This blocking of your recollections may mean that you may not remember the event. **Retrieval** or recall is a vital part of the memory and learning system.
Antonym Clue A word or phrase that means the opposite of the unknown word	• unlike • instead • but • however • on the other hand • rather • conversely	An instructor may give **tacit** praise for study skills instead of telling you directly how impressed he is with your organization. Rather than tell the truth about not completing the assignment, the student was **mendacious** and created an excuse.
Inference Clue An educated guess based on information and reasonable deduction from the sentence or surrounding sentences	• A list of examples or a specific example that clarifies the word • Descriptive details that clarify the word • A list of items that clarifies the word	I remembered that **encoding** was needed to make my study information organized and easily processed by the brain. Short-term memory capacity is so **precarious** that I forced myself to stare at the page and block out everything else. My long-term memory was **abysmal.** I forgot the date I moved here, the details leading up to the move, and the process itself.

www.EnglishPro.ir

4. **Inference Clue.** An inference is an "educated" or reasonable guess. An inference context clue is a clue in the surrounding sentence or sentences that provides a strong hint as to the meaning of the unknown word, but unlike a definition clue, the word is not directly defined. Also, an inference clue differs from synonym and antonym clues because a word or phrase meaning the same or the opposite of the unknown word is not provided in the surrounding sentence or sentences. Instead, the author provides clues in the form of examples or just common sense.

In order to determine which type of context clue is available in a reading, you need to use all your powers of metacognition. You need to think about what you're thinking about, and analyze *how* you will figure out the meaning of the unknown word. To do this, always begin from the top and eliminate possible types of clues. Ask yourself: Is this a definition? If not, ask: Is this a synonym clue? If not, look for an antonym clue. If you have eliminated each of these three possibilities, and you can still figure out the meaning of the unknown word, you most likely have used an inference clue.

Thinking It Through USING CONTEXT CLUES

Here is an example of a passage that incorporates all four types of context clues. Read the passage and see if you can spot a definition clue, a synonym clue, an antonym clue, and an inference clue.

A vocabulary *context clue* is the surrounding information in the text that allows the reader to *deduce*, or figure out, the meaning of an unknown word. Rather than make the meaning of a word *obscure*, context clues help the reader to clarify the meaning of an unknown word. Context clues *elucidate* what an author is communicating by making clear his or her point in the sentence. Effective context clues are not meant to make writing *verbose* with long strings of unnecessary words that cloud the author's meaning. Context clues should streamline the information into a comprehensible and a digestible form.

- A **definition clue** is used to help you understand the definition of the phrase *context clue* in the first sentence. The definition of *context clue* is the rest of the sentence. The clue is the word *is*, which alerts the reader that a direct definition follows to explain the word or phrase.
- **Synonym clue.** Also in the first sentence, a clue is given for the meaning of the word *deduce*. See how a comma is used and another phrase is provided—*figure out*—which means "to deduce." Also, a synonym clue is provided to help you figure out the meaning of the word *elucidate*. Later in the sentence, the phrase "making clear" means the same as *elucidate*.
- **Antonym clue.** The word *obscure* is clarified with a contrast clue to help you figure out the word's meaning. In the second sentence, the signal word *rather* alerts you to a contrast thought pattern. The antonym of *obscure* is *clarify*. To clarify something, then, is the opposite of to make something obscure or difficult to understand.
- **Inference clue.** The author of this passage does not come right out and tell you what the word *verbose* means with a definition or synonym clue. Nor does the author use a word that means

www.EnglishPro.ir

the opposite of *verbose*. In this case, the rest of the sentence helps you make an inference, or reasonable guess, as to what the word *verbose* might mean. The clue is contained in the following phrase: *with long strings of unnecessary words that cloud the author's meaning.* The clue words here are *unnecessary* and *cloud*. What do you think *verbose* means? The last sentence also provides an inference clue, offering that context clues should *streamline the information . . . into a digestible form* rather than be verbose. With this additional information, you can infer what the word *verbose* means or, at the very least, realize that the word carries negative connotations! The actual meaning is "using too many words or being wordy."

Go back to Table 1.3 and review the signal or transition words and clues for using context to unlock the meaning of unknown words.

On Your Own USING CONTEXT CLUES

Refer to Application 3 "Inside the Mind of a Savant" on page 54. Refer to paragraphs 20–23, the section titled "Life After Rain Man." Using what you have learned about determining the meaning of unknown words by using context clues, define the following words from the passage. Be sure to use your own wording; do not use a dictionary. Then identify which type of context clue you used to figure out the meaning of the word.

Paragraph 20: *prodigious* (sentence 1)
Meaning: _____
Context clue used: _____

Paragraph 20: *prescient* (sentence 3)
Meaning: _____
Context clue used: _____

Paragraph 21: *anatomical* (sentence 1)
Meaning: _____
Context clue used: _____

Paragraph 21: *fuse* (sentence 2)
Meaning: _____
Context clue used: _____

Paragraph 22: *reclusive* (sentence 2)
Meaning: _____
Context clue used: _____

Paragraph 22: *emissaries* (sentence 3)
Meaning: _____
Context clue used: _____

Paragraph 23: *frivolous* (sentence 4)
Meaning: _____
Context clue used: _____

Paragraph 23: *mitigate* (sentence 4)
Meaning: _____
Context clue used: _____

www.EnglishPro.ir

UNDERSTANDING GRAPHICS

Applying Topic and Questioning to Visual Aids

Just as you determine topic and pose questions based on written text, you can apply these same strategies to reading graphics. A **graphic** is a visual representation of information that an author includes to illustrate an important point. The fact that an author chooses to include a graphic tells you that the information is important. Textbooks frequently contain charts, tables, graphs, illustrations, figures, cartoons, photographs, and other graphic material. Even though the information is graphic rather than verbal, the same process applies to finding the important information.

Graphics often contain information that shows comparison and contrast or information organized according to time or sequence. A **graph** shows the relationship between two or more variables. Sometimes, as in the case with a line graph or bar graph, there are two *axes* that indicate the components being compared: the *x* or horizontal axis and the *y* or vertical axis. The components of a graph are usually labeled across the axes. For more on the variety of different types graphics and visual aids, see Chapter 6.

Graphs such as the one in Figure 1.2 are made up of two axes. The vertical information shows the percentage of recall on the *y* axis. The horizontal information provides the amount of time that has passed since the learning session on the *x* axis. It is important to look at this information and the title to help determine the topic of the graph. Next, consider the curved line that shows the point of the graph: how much "learned" information you forget as time goes on. What does this say about how much we *really* learn without repeated practice to learn the new information?

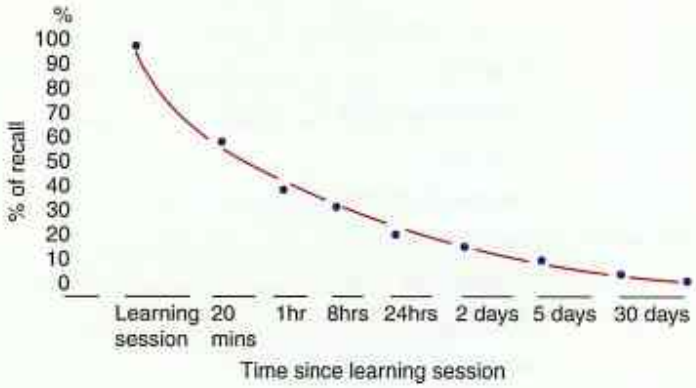


FIGURE 1.2
Ebbinghaus's Curve of Forgetting

www.EnglishPro.ir

Thinking It Through APPLYING QUESTIONING TO GRAPHS

Reading graphics can best be accomplished by following a process, just like reading texts. Try answering these questions about Figure 1.2.

1. Determine the topic or subject. Who or what is the graphic about? *The graphic is about learning and forgetting.*
2. Determine a question to pose about the topic. *What is important about learning and forgetting?*
3. Look at the structure of the graphic: What are the parts? *The parts concern the amount remembered as compared with the amount of time elapsed.*
4. Answer your question: What is important about learning and forgetting? *The author of the graphic is communicating to the reader that as time passes, the "curve" of forgetting becomes steep.*
5. What is suggested by the graph? *The suggestion is that we need to review information as soon as possible or we will forget what we heard in a class or learned.*

On Your Own APPLYING QUESTIONING TO GRAPHS

Look at Figure 1.3 on the difference between learning and forgetting and learning and recall with practice. Analyze the graph by answering the questions that follow.

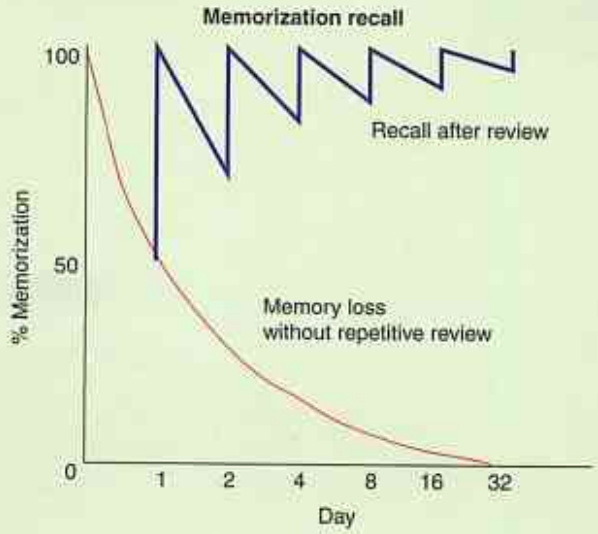


FIGURE 1.3
Memorization Recall

(Continued)

www.EnglishPro.ir

1. Determine the topic or subject. Who or what is the graphic about? _____

2. Determine a question to pose about the topic. _____

3. Look at the structure of the graphic. What are the parts? _____

4. Answer your question. _____

5. What is suggested by the graph? _____

www.EnglishPro.ir

Applications

These applications will develop your skills of surveying, previewing, recognizing topic, using context clues for vocabulary comprehension, and understanding graphics. Follow the directions for each application and then answer the Comprehension Check questions. Each application serves to release more responsibility to the reader as these techniques become more automatic.

APPLICATION 1

This reading comes from a chapter called "Developing Your Memory," in *FOCUS on Community College Success* by Constance Staley. Survey the reading first, then read the whole section. As you read, answer the questions in the margin. These questions prompt you to identify the topic of each subsection and to pose guide questions for the subsections within the reading. Remember to use the journalist questions to create your guide questions: who, what, where, when, why, or how. Also, in the margins you will practice figuring out the meanings of words and key terms from context clues. At the end of the reading, you will determine the topic of a graphic, and pose questions to focus your analysis of the graphic. You may submit these answers to your instructor or discuss them with a small group. After you read, complete the questions that follow the reading.

1. What is the topic of the whole reading? _____

2. Based on the title, what is a good question to ask to guide your reading? _____

3. Can you answer your guide question based on the title? What is the answer? _____

4. How many major sections are included in this reading? _____

The Three R's of Remembering: Record, Retain, Retrieve

by Constance Staley

1 Improving your memory is easier if you understand how it works. Memory consists of three parts:

- your sensory memory
- your working memory (called short-term memory by some psychologists)
- your long-term memory

These three parts of the memorization process are connected to these three memory tasks, the "Three R's of Remembering":

- recording
- retaining
- retrieving

www.EnglishPro.ir

We'll compare the three R's of remembering to the process involved when taking pictures with a digital camera: record, retain, retrieve.

Your Sensory Memory: Focus

What is the topic?

Guide question:

Based on the information in this section, how would you define sensory memory?

2 Before we discuss the first R of remembering—namely, *Record*—we have to talk first about focus. Before you even push the button to snap a picture, you have to focus on your subject. Most digital cameras today focus on things automatically, and unlike older cameras, you don't have to turn the focus knob until the image is clear. But you do need to decide what to focus *on*. What do you want to take a picture of? Where will you point the camera? When it comes to your college classes and the role your memory plays in your success, remember that focus doesn't come automatically. It requires consciously deciding where to direct your attention.

3 Imagine this: You're on your way to class. You walk through a crowded street corner and get brushed by people on all sides. Then you cross a busy intersection a little too slowly and get honked at by a speeding car. Finally, you see a billboard you've never noticed before: "I love you, Whitney. Will you marry me? Carl." *How romantic*, you think to yourself.

4 Three major sensations just passed through your *sensory memory* in this scenario, in this case, your *haptic memory* (touch, the crowd), your *echoic memory* (sounds, the car horn), and your *iconic memory* (sight, the billboard), all parts of your sensory memory. You have a different channel for each of these three senses. Most experts believe that your sensory memory retains an exact copy of what you've seen or heard—pure and unanalyzed—for less than a second. Some of these images, or icons, will be transferred to your working memory.

Guide question:

5 To help you to focus, consider the following suggestions:

1. **Slow down; you move too fast.** Imagine trying to take a photo of something on the way to class if you were running. Everything would be a blur; trying to take a picture would be useless. Focus requires your full attention aimed at one thing at a time. Turn down the music, turn off the television, shut down the six windows open on your browser, and focus.

Guide question:

2. **Deal with it.** If something is driving you to distraction, maybe you need to take care of it first so that you *can* focus.

Guide question:

3. **Notice where you go.** Wandering thoughts are normal. When *your* attention wanders off, where does it go?

www.EnglishPro.ir

Knowing your mental habits helps you to recognize the pattern and work on changing it.

4. **Watch for signals.** As a college student, you'll probably take many different courses from different departments in your college and be exposed to literally thousands of facts. Not even a memory expert could master them all at once. You must be selective about focus. You're most likely to learn the subject material presented by your instructor and through your course readings. Your textbooks will guide you as you read by using bold fonts, different colors, charts, tables, and headings. Think of them as animated .jpegs on the page, calling out, "Hey, look at me!" In class, watch the instructor's body language; listen to her inflection; notice what gets written on the board or which PowerPoint slides stay on the screen longer than others. Keep those handouts handy. Plenty of subtle signals exist, but you have to pay attention to them.

Guide question:

5. **Get help if you need to.** If you have been diagnosed with ADHD, your brain is wired somewhat differently, affecting your memory and your ability to concentrate. If you've not been diagnosed with a learning disability, but your attention appears to be extremely challenging to harness and you're not sure why, get help from a counselor or learning specialist on campus.

Guide question:

Your Working Memory: Record

6 After you've focused your camera on your subject, you're ready to take a picture, right? But with a digital camera, you don't just click and walk away. You actually click and then review the picture on the small viewing screen to decide whether you want to save it or delete it.

What is the topic?

Guide question:

7 Similarly, *recording* sensory impressions involves an evaluation process that takes place in your short-term or *working memory.* Your working memory is like a review screen, where you review recently acquired sensory impressions. In fact, your working memory is often involved in the focus process. In our example of you walking to class, which of these three specific sensations you just experienced are you likely to remember: the crowd, the car, or the billboard? To stay true to the camera analogy, which one would you take a picture of? It depends, right? You may remember the billboard because you plan to show it to someone else later, or the crowd because you hate crowded places, or the car horn because it scared you. Your working memory records something because it holds personal meaning for you.

Based on the information in this section, how would you define working memory?

www.EnglishPro.ir

8 The problem with working memory is that the length of time it can hold information is limited. You probably don't remember what you ate for dinner last Monday, do you? You'd have to reconstruct the memory based on other clues. Where was I? What was I doing? Who was I with?

9 The other problem with working memory is that it has limited capacity. It fills up quickly and then dumps what it doesn't need. If that weren't the case, our working memories would be cluttered with useless information. If you look up a number in the campus directory, you can usually remember it long enough to walk over to the phone, right? A few minutes after you've dialed, however, the number is gone. Current estimates are that you can keep something in working memory for one to two minutes, giving your brain a chance to do a quick review, selecting what to save and what to delete. Look at these letters and then close your eyes and try to repeat them back in order.

SAJANISMOELIHHEGNR

10 Can't do it? This task is virtually impossible because the string contains eighteen letters. Researchers believe that working memory can recall only seven pieces of information, plus or minus two. (There's a reason why telephone numbers are prechunked for us.) Chunking these eighteen letters into five units helps considerably. Now look at the letters again and try to recall all eighteen.

SAJA NISM OELI HHEG NR

If we rearrange the letters into recognizable units, it becomes even easier, right?

AN IS MAJOR ENGLISH HE

And if the words are rearranged to make perfect sense, the task becomes simple.

HE IS AN ENGLISH MAJOR

11 The principle of chunking is also used to move information from your working memory to your long-term memory bank, and it's used in memorization techniques described later in this chapter.

What is the topic?

Guide question:

Your Long-Term Memory: Retain and Retrieve

12 Let's go back to our camera analogy. Once your camera's memory card gets full, you probably transfer the photos to your computer, or you print them out and put them in photo

www.EnglishPro.ir

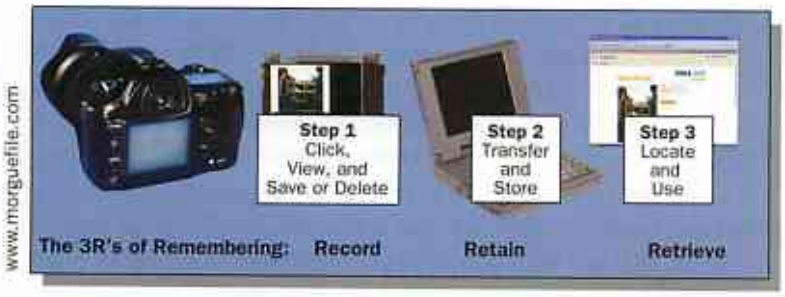


FIGURE 1.4
Your Memory as a Digital Camera

What is the topic of Figure 1.4?

What is a good guide question to ask about this figure?

Looking at Figure 1.4, what is a good guide question to ask about the 3Rs of remembering?

Can you answer your guide question? What is the answer?

albums or picture frames. However, before you do that, you generally review the photos, decide how to arrange them, where to put them, whether to print them, and so forth. In other words, you make the photos memorable by putting them into some kind of order or context.

13 Just as you must transfer photos from your camera's memory stick to a more permanent location with more storage room, you must transfer information from short-term, or working, memory to long-term memory. You *retain* the information by transferring it, and this transfer takes place if you review and use information in a way that makes it memorable. It is this review process that we use when we study for a test. You transfer information to long-term memory by putting the information into a context that has meaning for you, linking new information to old information, creating stories or using particular memory techniques, or organizing material so that it makes sense. You can frame material you're learning by putting a mental border around it, just as you put pictures into frames. Sometimes you need to frame information to keep it distinct and separate from other information.

Based on the information in this section, how would you define *long-term memory*?

14 Your long-term memory is the computer in which you store new knowledge until you need to use it. However, while the memories in long-term memory aren't easily disturbed, they can be challenging to retrieve. Ideally, you'd like your memories to be readily available when you want to retrieve them, just like the pictures or digital images that you have transferred to your computer or put in a photo album (Figure 1.4). You can click on them to view them again, arrange them into a slideshow and publish them on the web, send them to your

www.EnglishPro.ir

friends as e-mail attachments, or just review them yourself to recapture the earlier experience. If you just dump your photos onto your hard drive, or print them out and then put them into a box, with no organization or labeling system, how easy will it be to find a specific photo? Difficult, right? Retrieving information from your long-term memory can be equally challenging if you haven't organized your information, or created mental labels that will help you retrieve them later. Good recall often depends on having a good storage system. The remainder of this chapter will be about how to *retain* information by transferring it from working memory into long-term memory and how to *retrieve* information when you need to.

COMPREHENSION CHECK

1 Imagine you are explaining the concepts of sensory memory, working memory, and long-term memory to a ten-year-old child. Using simple and clear language, write a paragraph explaining each concept.

2 The author provides five tips to help you focus. Which of these tips do you already use? Which of these tips are you prepared to try?

3 In the section on sensory memory, the author uses these terms: *haptic memory, echoic memory,* and *iconic memory*. Imagine you have just arrived in your first class of the semester. What might you experience on these three levels of sensory memory? Provide a concrete or specific example of a probable haptic, echoic, and iconic memory.

www.EnglishPro.ir

APPLICATION 2

This is a section of a chapter on memory from a college success text called *The Confident Student* by Carol Kanar. Survey this reading first, then read it all the way through, answering the questions in the margin as you read. After you read, respond to the questions that follow the reading.

1. What is the topic of the reading as a whole? _____
2. What is a good question to ask to guide your reading?
   _____
3. How many major sections are included in this reading?
   _____

Increase Your Memory Power

by Carol Kanar

1 The strategies that follow have worked for many students. Perhaps you already use some of them, or maybe you'll discover a new technique to try.

- **Decide to remember.** Resist passivity. Become an active learner by making a conscious, deliberate decision to remember. Follow through on this decision. This is the most important step you can take. Unless you *decide* to remember, none of the other techniques will work. Guide question:
- **Try relaxed review.** Don't wait until the last minute before a test to do your reviewing. Review regularly and do it in a relaxed way. When you are tense, you cannot concentrate. Try the chair-seat relaxation technique described next. Guide question:
  1. Start off in a positive frame of mind. Believe that you can and will remember.
  2. Sit in a straight-backed chair with your feet together, flat on the floor.
  3. Close your eyes; grasp the chair seat with both hands.
  4. Pull up on the chair seat as hard as you can.
  5. While you are pulling up with your hands, press your feet firmly to the floor.
  6. Hold that position and count slowly to ten. Feel how tense all the muscles of your body are becoming.

www.EnglishPro.ir

7. Now relax completely, letting your arms hang loosely at your sides. Settle down into the chair and feel how calm you've become.
8. With your eyes still closed, visualize yourself being successful. Experience how success feels.
9. Slowly open your eyes and, in this calm state, begin to review your study material.
10. If you feel yourself becoming tense again, repeat steps 1–9.

This relaxation technique is a variation of anxiety-reduction techniques used by professionals in fields such as psychology, medicine, education, and sports.

Guide question:

- **Combine review with a physical activity.** Each sense that you use while reviewing provides another pathway for information to reach your brain. Recite, whether silently or aloud, while riding a bicycle, while doing aerobics or calisthenics (floor exercises like sit-ups and jumping jacks), and while walking and running. Feel good about yourself for keeping fit and for exercising your mind. This technique works well for anyone but is especially good for student athletes.

Guide question:

What are *mnemonics*?

Context clue you used:

- **Use mnemonics.** ***Mnemonics*** are tricks, games, or rhymes that aid memory. You learned some as a child-for example, "In 1492, Columbus sailed the ocean blue." Also, you may have learned the rhyme that begins with; "Thirty days hath September" to help you remember the number of days in each month. Here is one that you probably haven't heard: "Tyranny nixed in '76." This rhyme recalls the year the Declaration of Independence was signed.

Guide question:

What is an *acronym*?

Context clue you used:

- **Use acronyms.** An ***acronym*** is a word formed by the first letters of other words. You probably know many others such as ASAP, a business acronym that means *as soon as possible*, and HUD, a government acronym that stands for the Department of Housing and Urban Development. An acronym may help you remember the steps in a process. Choose a key word that will help you remember each step. Then, using the first letter of each key word, create your acronym.

Guide question:

What is association?

Context clue you used:

- **Associate to remember.** ***Association*** is the process of connecting new information that you want to remember to something that you already know. An association is often personal. For example, a student who wanted to remember the particles of the atom—proton, electron,

www.EnglishPro.ir

and neutron—associated the names of the particles with the names of her brothers—Paul, Eric, and Norman. Her brothers' names and the particle names begin with the same letters, and they form the acronym *PEN*.

To help yourself remember the three stages of memory, you could associate the mind with a computer and associate memory's three stages (reception, retention, and recollection) with three computer processes (input, storage, and output). If your instructor asks you to describe the three stages of memory, think of how a computer works, and you should be able to recall the three stages.

- **Visualize.** Form an image, or picture, in your mind of something that you want to remember. Visualization is an especially good way to link names with places or parts with locations. In geography, visualize places on a map. In physical science, draw an idealized continent that could stand for any continent and fill in climate zones. When reviewing this information or recalling it during a test, picture the continent and visualize the zones. In anatomy, label the bones on a drawing of a human skeleton. When reviewing or recalling, close your eyes and see the skeleton with your labels.

Guide question:

- **Use an organizational technique.** Organize information in a meaningful pattern that shows how each item relates to the others. List steps in a process. Outline complex material. Make charts, diagrams, and information maps that show the relationship of parts to a whole or one part to another. Figure 1.5 is a comparison chart showing the memory functions and stages discussed in this chapter. The chart condenses the information into one page that you can use for quick reference. Read the chart across the rows *and* down the columns. As you can see, the stages and functions are related: Your sensory, short-term, and long-term memory functions process information throughout the three stages.

Guide question:

- **Sleep on it.** Reviewing before sleep helps you retain information. Because you are relaxed, your concentration is focused. The information stays in your mind while you are sleeping, and interference from conflicting sounds, images, or ideas is minimal. When you wake, try to recall what you reviewed the night before. Chances are good that you will remember.

Guide question:

- **Remember key words.** Sometimes you have to remember a series of connected ideas and explanations, such as the chair-seat relaxation technique described early in this chapter. To

Guide question:

www.EnglishPro.ir

recall items stated in phrases or sentences, select one or more key words in each item that sum up the phrase or sentence. Recalling key words will help you recall the whole item.

Guide question:

- **Memorize.** Some educators have reservations about memorization. They say memorization is not learning because it is usually done out of context. Students may not be able to recall items memorized in a certain order if the instructor puts them in a different order on a test. Critics also say that memorization is an inefficient technique and that memorized items are difficult to recall. Yet memorization does work. What is 9 times 9? You probably know the answer.

What is Figure 1.5 about?

What is a guide question to pose about the title of Figure 1.5?

What questions could you pose about the headings of each of the four columns in Figure 1.5?

Memorization can be a useful technique for recalling certain kinds of information, especially if it is combined with another memory strategy and is not the only technique you know how to use. Of course, you cannot expect to remember anything that you do not understand. First, make sure you comprehend any new information well enough to link it to knowledge you have already acquired. Memorization works best on information such as the spelling and definition of words, math and chemical formulas, poetry, and facts that belong in a certain order, such as historical events, life cycles, or food chains.

STAGES OF MEMORY			
FUNCTIONS OF MEMORY	RECEPTION: GETTING INFORMATION	RETENTION: STORING INFORMATION	RECOLLECTION: RECALLING INFORMATION
Sensory Memory	Registers perceptions	Quickly lost without selective attention	Automatic from second to second
Short-Term Memory	Focuses on facts and details	Quickly lost unless recited or reviewed	Possible for short time only until information is lost
Long-Term Memory	Forms general ideas, images, and meanings	Integrates information transferred from short-term memory for storage	Possible for long periods of time or for a lifetime

FIGURE 1.5 Functions and Stages of Memory

www.EnglishPro.ir

COMPREHENSION CHECK

1 In a brief paragraph in your own words, summarize the most important information in this section, making sure to include the topic and to follow the organization of this section.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2 Which of the suggestions in this reading do you already use? Which of the suggestions are you going to try?

_____
_____
_____

3 Use the following key terms from the reading in a complete sentence. Do not just copy the definition of the word. Next, create examples of each of these techniques for learning information for one of your courses. Create an acronym, an example of association, and an example of a mnemonic device.

Acronym: _____
_____
_____

Association: _____
_____
_____

Mnemonics: _____
_____
_____

www.EnglishPro.ir

APPLICATION 3

This reading is a journal article on the subject of savants from *Scientific American* magazine. A **savant** is someone who has extreme or profound knowledge or learning. Because this is an article from a journal, the paragraphs are longer and there are headings within it. So survey it first, noting the title and the headings. After you survey the passage, go back and read the first paragraph, first sentence of each paragraph in the middle, and the concluding paragraph in its entirety. Then, answer the following questions.

1. Who or what is the reading about?

_____

2. What would be a good question to pose about the title to guide your reading?

_____

Read the article, indicating topic and creating guide questions as you go. Read to answer the questions you have created. In addition, using context clues, write the meaning of the underlined words in the margins. What type of context clue did you use? This reading has difficult vocabulary, so do your best to make an educated guess as to the meanings of the words. After you are done, answer the questions following the reading.

Inside the Mind of a Savant

by Darold A. Treffert and Daniel D. Christensen

1 When J. Langdon Down first described savant syndrome in 1887, coining its name and noting its association with astounding powers of memory, he cited a patient who could recite Edward Gibbon's *The History of the Decline and Fall of the Roman Empire* verbatim. Since then, in almost all cases, savant memory has been linked to a specific domain, such as music, art, or mathematics. But **phenomenal** memory is itself the skill in a 54-year-old man named Kim Peek. His friends call him "Kim-puter."

What does *phenomenal* mean?

Context clue you used:

2 He can, indeed, pull a fact from his mental library as fast as a search engine can mine the Internet. He read Tom Clancy's *The Hunt for Red October* in 1 hour and 25 minutes. Four months later, when asked, he gave the name of the Russian radio operator in the book, referring to the page describing the character, and quoting several passages **verbatim.** Kim began memorizing books at the age of 18 months, as they were read to him. He has learned 9,000 books by heart so far. He reads

What does *verbatim* mean?

Context clue you used:

www.EnglishPro.ir

a page in 8 to 10 seconds and places the memorized book upside down on the shelf to signify that it is now on his mental "hard drive."

3 Kim's memory extends to at least 15 interests—among them, world and American history, sports, movies, geography, space programs, actors and actresses, the Bible, church history, literature, Shakespeare, and classical music. He knows all the area codes and zip codes in the United States together with the television stations serving those locales. He learns the maps in the front of phone books and can provide Yahoo-like travel directions within any major U. S. city or between any pair of them. He can identify hundreds of classical **compositions**, tell when and where each was composed and first performed, give the name of the composer and many biographical details, and even discuss the formal and tonal components of the music. Most intriguing of all, he appears to be developing a new skill in middle life. Whereas before he could merely talk about music, for the past two years he has been learning to play it.

What does *composition* mean?

Context clue you used:

4 It is an amazing feat in light of his severe developmental problems—characteristics shared, in varying extents, by all savants. He walks with a sidelong gait, cannot button his clothes, cannot manage the chores of daily life, and has great difficulties with **abstraction**. Against these disabilities, his talents—which would be extraordinary in any person—shine all the brighter. An explanation of how Kim does what he does would provide better insight into why certain skills, including the ordinarily obscure skill of calendar calculating (always associated with massive memory), occur with such regularity among savants. Recently, when an interviewer offered that he had been born on March 31, 1956, Kim noted, in less than a second, that it was a Saturday on Easter weekend.

What does *abstraction* mean?

Context clue you used:

5 Imaging studies of Kim's brain thus far show considerable structural abnormality. These findings cannot yet be linked directly to any of his skills; that quest is just beginning. Newer imaging techniques that plot the brain's functions—rather than just its structure—should provide more insight, though. In the meantime, we believe it is worthwhile to document the remarkable things that Kim can do. People like him are not easily found, and it is useful to record their characteristics for

www.EnglishPro.ir

What is *savantism*?

future research. **Savantism** offers a unique window into the mind. If we cannot explain it, we cannot claim full understanding of how the brain functions.

Context clue you used:

OVERVIEW: PEEK'S PEAKS

- Great powers of memory run through every known manifestation of savant skill. In the case of Kim Peek, memory is itself the skill.
- Kim's brain exhibits many abnormalities, including an absent corpus callosum. The role of that particular abnormality in Kim's case remains to be explained, but it evokes a question raised by the skills of all savants: Does brain damage stimulate **compensatory** development in some other area of the brain, or does it simply allow otherwise **latent** abilities to emerge?
- Kim's rote learning later developed into a form of associative thinking, with clear evidence of creativity. His success then helped him engage the wider world. The authors conclude that savant skills should never be dismissed but should be **cultivated** for the patient's intellectual and social development.

What does *compensatory* mean?

Context clue you used:

What does *latent* mean?

Context clue you used:

What does *cultivated* mean?

Context clue you used:

An Unusual Brain

Who or what is the section about?

What would be a good question to pose about the title to guide your reading?

6 Kim was born on November 11, 1951 (a Sunday, he will tell you). He had an enlarged head, on the back of which was an encephalocele, or baseball-size "blister," which spontaneously resolved. But there were also other brain abnormalities, including a malformed cerebellum. One of us (Christensen) did the initial MRI brain scans on Kim in 1988 and has followed his progress ever since.

7 The cerebellar findings may account for Kim's problems with coordination and mobility. But more striking still is the absence of a corpus callosum, the sizable stalk of nerve tissue that normally connects the left and right halves of the brain. We do not know what to make of this defect, because although it is rare, it is not always accompanied by functional disorders. Some people have been found to lack the structure

www.EnglishPro.ir

without suffering any detectable problems at all. Yet in people whose corpus callosum has been severed in adulthood, generally in an effort to prevent epileptic seizures from spreading from one hemisphere to the other, a characteristic "split-brain" syndrome arises in which the **estranged** hemispheres begin to work almost independently of each other.

What does *estranged* mean?

Context clue you used:

8 It would seem that those born without a corpus callosum somehow develop back channels of communication between the hemispheres. Perhaps the resulting structures allow the two hemispheres to function, in certain respects, as one giant hemisphere, putting functions normally rather separate under the same roof, as it were. If so, then Kim may owe some of his talents to this particular abnormality. In any case, the fact that some people lacking a corpus callosum suffer no disabilities, whereas others have savant abilities, makes its purpose less clear than formerly thought. Neurologists joke that its only two certain functions are to **propagate** seizures and hold the brain together.

What does *propagate* mean?

Context clue you used:

9 Theory guides us in one respect. Kim's brain shows abnormalities in the left hemisphere, a pattern found in many savants. What is more, left hemisphere damage has been invoked as an explanation of why males are much more likely than females to display not only savantism but also dyslexia, stuttering, delayed speech, and autism. The proposed mechanism has two parts: male fetuses have a higher level of circulating testosterone, which can be toxic to developing brain tissue; and the left hemisphere develops more slowly than the right and therefore remains **vulnerable** for a longer period. Also supporting the role of left hemisphere damage are the many reported cases of "acquired savant syndrome," in which older children and adults suddenly develop savant skills after damage to the left hemisphere.

What does *vulnerable* mean?

Context clue you used:

10 What does all this evidence imply? One possibility is that when the left hemisphere cannot function properly, the right hemisphere compensates by developing new skills, perhaps by recruiting brain tissue normally earmarked for other purposes. Another possibility is that injury to the left hemisphere merely unveils skills that had been latent in the right hemisphere all along, a phenomenon some have called a release from the "**tyranny**" of the dominant left hemisphere.

What does *tyranny* mean?

Context clue you used:

11 Kim underwent psychological testing in 1988. His overall IQ score was 87, but the verbal and performance subtests varied greatly, with some scores falling in the superior range

www.EnglishPro.ir

of intelligence and others in the mentally retarded range. The psychological report concluded, therefore, that "Kim's IQ classification is not a valid description of his intellectual ability." The "general intelligence" versus "multiple intelligences" debate rages on in psychology. We believe that Kim's case argues for the **latter** point of view.

What does *latter* mean?

12 Kim's overall diagnosis was "developmental disorder not otherwise specified," with no diagnosis of autistic disorder. Indeed, although autism is more commonly linked with savantism than is any other single disorder, only about half of all savants are autistic. In contrast with autistic people, Kim is outgoing and quite personable. One thing that does seem necessary for the full development of savant skills is a strong interest in the subject matter in question.

Context clue you used:

Memory and Music

Who or what is the section about?
What would be a good question to pose about the title to guide your reading?

13 In Kim's case, all the interests began in rote memorization but later progressed to something more. Although Kim generally has a limited capacity for abstract or conceptual thinking—he cannot, for example, explain many commonplace proverbs—he does comprehend much of the material he has committed to memory. This degree of comprehension is unusual among savants. Down himself coined the interesting phrase "**verbal adhesion**" to describe the savant's ability to remember huge quantities of words without comprehension. Sarah Parker, a graduate student in psychology at the University of Pennsylvania, in a description of a savant named Gordon, stated it more colorfully when she noted that "owning a kiln of bricks does not make one a mason." Kim not only owns a large kiln of bricks, he has also become a strikingly creative and versatile word mason within his chosen areas of expertise.

What is *verbal adhesion*?

Context clue you used:

14 Sometimes his answers to questions or directions are quite concrete and literal. Once when asked by his father in a restaurant to "lower his voice," Kim merely slid lower into his chair, thus lowering his voice box. In other cases, his answers can seem quite **ingenious**. In one of his talks he answered a question about Abraham Lincoln's Gettysburg Address by responding, "Will's house, 227 North West Front Street. But he stayed there only one night—he gave the speech the next day." Kim intended no joke, but when his questioner laughed, he saw the point; since then, he

What does *ingenious* mean?

Context clue you used:

www.EnglishPro.ir

has purposely recycled the story with humorous intent and effect.

15 Yet Kim does have an undeniable power to make clever connections. He once attended a Shakespeare festival sponsored by a philanthropist known by the initials O. C., whose laryngitis threatened to keep him from acknowledging a testimonial. Kim—a fan of Shakespeare, and like him, an **incorrigible** punster—quipped, "O. C., can you say?"

What does *incorrigible* mean?

Context clue you used:

16 Such creative use of material that had originally been memorized by rote can be seen as the verbal equivalent of a musician's improvisation. Like the musician, Kim thinks quickly, so quickly that it can be difficult to keep up with his intricate associations. Often he seems two or three steps ahead of his audiences in his responses. A rather startling new dimension to Kim's savant skills has recently surfaced. In 2002 he met April Greenan, director of the McKay Music Library and professor of music at the University of Utah. With her help, he soon began to play the piano and to enhance his discussion of compositions by playing passages from them, demonstrating on the keyboard many of the pieces he recalled from his massive mental library. Kim also has remarkable long-term memory of pitch, remembering the original pitch level of each composition.

17 He possesses complete knowledge of the instruments in the traditional symphony orchestra and readily identifies the timbre of any instrumental passage. For example, he presented the opening of Bedrich Smetana's orchestral tone poem *The Moldau,* by reducing the flute and clarinet parts to an arpeggiated figure in his left hand and explaining that the oboes and bassoons enter with the primary theme, which he then reduced to pitches played singly and then in thirds by his right hand (the left-hand figure continuing as it does in the score). His comprehension of musical styles is demonstrated in his ability to identify composers of pieces he had not previously heard by assessing the piece's musical style and deducing who that composer might be.

18 Though Kim is still physically awkward, his **manual dexterity** is increasing. When seated at the piano, he may play the piece he wishes to discuss, sing the passage of interest or describe the music verbally, shifting seamlessly from one mode to another. Kim pays attention to rhythm as well, lightly tapping the beat on his chest with his right hand or, when playing, tapping his right foot.

What is *manual dexterity*?

Context clue you used:

www.EnglishPro.ir

19 Greenan, a Mozart scholar, makes these observations: "Kim's knowledge of music is considerable. His ability to recall every detail of a composition he has heard—in many cases only once and more than 40 years ago—is astonishing. The connections he draws between and weaves through compositions, composer's lives, historical events, movie soundtracks, and thousands of facts stored in his database reveal enormous intellectual capacity." She even compares him to Mozart, who also had an enlarged head, a fascination with numbers, and uneven social skills. She wonders whether Kim might even learn to compose.

Life After *Rain Man*

Who or what is the section about?
What would be a good question to pose about the title to guide your reading?

20 It is not surprising that Kim's prodigious memory caught the attention of writer Barry Morrow at a chance meeting in 1984 and inspired him to write the screenplay for *Rain Man*, whose main character, Raymond Babbitt, is a savant played by Dustin Hoffman. The movie is purely fictional and does not tell Kim's life story, even in outline. But in one remarkably prescient scene, Raymond instantly computes square roots in his head, and his brother, Charlie, remarks, "He ought to work for NASA or something." For Kim, such a collaboration might well happen.

What does *fuse* mean?

Context clue you used:

21 NASA has proposed to make a high-resolution 3-D anatomical model of Kim's brain architecture. Richard Boyle, director of the NASA BioVIS Technology Center, describes the project as part of a larger effort to overlay and **fuse** image data from as wide a range of brains as possible—and that is why Kim's unusual brain is of particular value. The data, both static and functional, should enable investigators to locate and identify changes in the brain that accompany thought and behavior. NASA hopes that this detailed model will enable physicians to improve their ability to interpret output from far less capable ultrasound imaging systems, which are the only kind that can now be carried into space and used to monitor astronauts.

22 The filming of *Rain Man* and the movie's subsequent success proved to be a turning point in Kim's life. Before then, he had been reclusive, retreating to his room when company came; afterward, the confidence he gained from his contacts with the filmmakers, together with the celebrity provided by

www.EnglishPro.ir

the movie's success, inspired him and his father, Fran Peek, to share Kim's talents with many audiences. They became enthusiastic **emissaries** for people with disabilities, and over the years they have shared their story with more than 2.6 million people.

Who are *emissaries*?

Context clue you used:

23 We believe that Kim's transformation has general applicability. Much of what scientists know about health comes out of the study of pathologies, and certainly much of what will be learned about normal memory will come from the study of unique or unusual memory. In the meantime, we draw some practical conclusions for the care of other persons with special needs who have some savant skill. We recommend that family and other caregivers "train the talent," rather than dismissing such skills as frivolous, as a means for the savant to connect with other people and **mitigate** the effects of the disability. It is not an easy path, because disability and limitations still require a great deal of dedication, patience and hard work—as Kim's father, by his example, so convincingly demonstrates.

What does *mitigate* mean?

Context clue you used:

24 Further exploration of savant syndrome will provide both scientific insights and stories of immense human interest. Kim Peek provides ample evidence of both.

Ethan Hill/Contour by Getty Images

www.EnglishPro.ir

COMPREHENSION CHECK

1. How would you define "savant memory"? _____

2. How did Peek demonstrate "genius" in childhood? _____

3. What are some significant examples of how Peek demonstrates "genius" in adulthood? _____

4. What are some significant disabilities Peek demonstrates? _____

5. What do experts think causes Peek's phenomenal memory? _____

6. What types of memory are your strengths? _____

7. What types of memory is your weakness? _____

8. If you've seen *Rain Man*, list the similarities between Peek and Dustin Hoffman's character in the movie. _____

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM	YOUR NOTES
Motivation and goal setting	
Time management	
Learning styles	
Active learning	
Metacognition	
Schema/Prior knowledge	
Surveying	
Previewing	
Guide questions	
Topic	
Context clues	

www.EnglishPro.ir

GROUP ACTIVITY: PANEL DISCUSSION

Use a search engine such as Google or Yahoo to find further information about one of the following topics. Present your findings to the class. It may be useful (and more interesting) to present what you find out in a panel discussion in which teams become "experts" on their research question.

1. Teaching for learning
2. Memory improvement
3. Drugs and memory
4. Sleep, memory, and mood
5. Genius

REFLECTIVE JOURNAL QUESTIONS

1. What is the most interesting information you've learned in this chapter?
2. What is the most useful information you've learned in this chapter?
3. What have you learned in this chapter that might improve your life as a student or as a citizen?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a response to submit to your instructor. Be sure to proofread your work.

1. What do you believe is the most significant piece of information regarding memory and learning covered in this chapter? What are some ways you could use this information to improve your learning?
2. There are several readings in this chapter that concern brain research and its relationship to memory. Based on these readings, what do you think scientists ought to work on next?
3. What are the qualities needed for an individual to improve memory and learning? Choose three qualities (behaviors, techniques, or attitudes) that characterize a successful student. Support your answer with specific examples.

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

The Spotless Mind

by Michael Rosenwald

1 Clinical psychologist Alain Brunet of McGill University in Montreal doesn't usually torture his patients. But lately he has been pressing those with post-traumatic stress disorder for

www.EnglishPro.ir

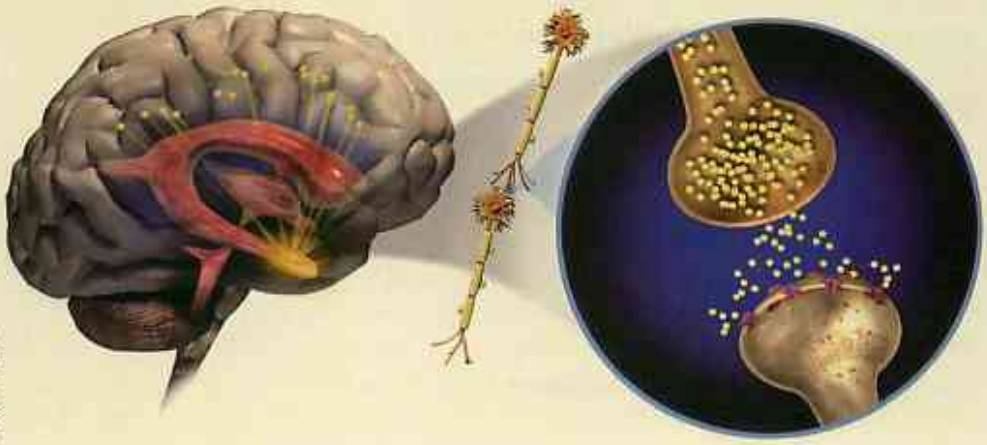
PTSD, to relive emotionally scarring incidents. For some it's rape, others battlefield trauma. When his patients get particularly upset—crying, shaking, blood pressure rising—he gives them a 25-year-old hypertension drug called propranolol. The idea, though, is not to lower their blood pressure. Brunet's goal is much more profound: to wipe away the trauma of bad memories.

2 Propranolol, it turns out, blocks the effects of stress hormones, which the body creates during traumatic "fight or flight" situations. These hormones serve a critical function—namely, they help us survive life-threatening scenarios by sharpening our senses. But they can also permanently scorch traumatic sights, sounds and smells into the brain, creating a biochemical warehouse in which bad memories can live forever. For the estimated 1.9 million Americans suffering from PTSD, recalling a traumatic event can elicit the same panic response as the event itself.

3 Harvard University psychiatrist Roger Pitman has already published study results showing that patients given propranolol shortly after a traumatic event are significantly less emotional when recalling the experience. Now he and Brunet are taking the idea even further, attempting to deaden bad memories years after traumatic experiences. Their efforts build on groundbreaking research by Karim Nader, another McGill scientist, whose 2000 studies in rats showed that memories don't become completely fixed in the brain, as was previously thought. Instead, when memories are recalled, they temporarily transfer back to short-term storage, where they can be more easily "edited."

4 Brunet's hope is that the drug will subdue the patient's stress response and soften his or her perception of the traumatic memory [see illustration], thereby helping the patient create a new memory of the event—one without all the emotional baggage. So the next time the patient recalls the trauma, the memory of it will no longer cause panic.

5 In the past few months, Brunet has treated about 20 patients with the new method. "So far, we're encouraged by what we've found," he says. The implications of his work are tantalizing, if a tad unnerving: People could essentially pop a pill to lighten up the darkest moments of their lives.



Kevin Hand

www.EnglishPro.ir

How It Works

1. Trauma triggers the amygdala to release stress hormones, which enhance memory formation in the brain.
2. Memories of the trauma are first stored in the hippocampus. Then a chemical reaction encodes them into neurons in the cerebral cortex, cementing them into long-term storage.
3. When a victim recalls the trauma, the memory transfers back to the hippocampus, where it can trigger the release of more stress hormones.
4. Propranolol blocks the effects of the hormones and softens the victim's perception of the trauma. The brain re-stores the newly edited memory.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the article about (topic or subject)?

A. Bad (traumatic) memories and drug therapy
B. How memory works
C. Spotless minds
D. Drug therapy

2 In finding the topic of this article, which of the clues for determining topic did you use?

A. The title
B. Boldfaced words
C. Words repeated throughout the passage
D. A combination of a and b

3 What is the overall point of this article?

A. Scientists have explored different uses for routine drugs.
B. Memory of traumatic events is seared into the brain.
C. Scientists have discovered routine drugs can reduce bad memory.
D. There are many questions left about PTSD (post traumatic stress disorder).

4 What is the topic of the graphic?

A. How memory works
B. Stress and memory
C. The brain
D. Stress hormones, the brain, and drugs

www.EnglishPro.ir

5 **Based on the topic, what is a good question to ask about the graphic of the brain and the neurons?**

A. How does memory work?
B. How does the brain work?
C. What is important about the brain?
D. How do stress hormones and drugs work in the brain?

6 **What is the topic of the second subsection, "How It Works"?**

A. Memory
B. How stress affects the brain
C. How the brain works
D. Traumatic memory and the brain

7 **Use context clues to figure out the meaning of the underlined word in the following sentence from the article.**

For the estimated 1.9 million Americans suffering from PTSD, recalling a traumatic event can elicit the same panic response as the event itself.

A. Subdue
B. Suppress
C. Draw out
D. Stop

8 **Use context clues to figure out the meaning of the underlined word in the following sentence from the article.**

The implications of his work are tantalizing, if a tad unnerving: People could essentially pop a pill to lighten up the darkest moments of their lives.

A. Tempting
B. Unethical
C. Upsetting
D. Surprising

9 **What is a synonym for the word unnerving in the example sentence in question 8?**

A. Worrisome
B. Hopeful
C. Confusing
D. Promising

10 **Why does the author of the article say in the example sentence in question 8 that the implications of the research are both "tantalizing" and also "unnerving"? What is "unnerving" about these implications?**

A. Something may go wrong with the experiment.
B. The drugs may not work on those who do not have PTSD.
C. We are being seduced by Pitman's experiments without all the facts.
D. The ability to wipe out bad memories, while good in some ways, presents ethical problems and concerns.

www.EnglishPro.ir

CHAPTER

2

UNDERSTANDING STRUCTURE: PATTERNS OF ORGANIZATION AND SUPPORTING DETAILS

WHY DO YOU NEED TO KNOW THIS?

If you were going on a road trip to an unfamiliar spot, would you look at key intersections on a map first? Similarly, to understand college-level text, you need to see the structure or key intersections in a reading first and foremost. In this chapter, you will start to develop the skills for looking for the structure of a reading by identifying patterns of organization and supporting details. If you can see *how* an author links sentences and paragraphs with an organizational pattern to make a larger point, you begin to truly understand all the thoughts that author has put on paper. And from Chapter 1, you learned that you can better support your memory by finding structure and organization. Understanding the author's thought process allows you, the reader, to understand what you need to learn from his or her writing.

In this chapter, you will explore a theme prevalent in our society: substances and stressors. Everyone knows that excessive use of substances is bad—but do you know *how* it affects learning, memory, and the brain? Here, you will learn more about how your brain works, both in dealing with habits both good and bad and in dealing with reading texts. Do you find it easier to remember something from a reading when you notice a pattern?

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- To identify patterns of organization
- To recognize transition words
- To identify supporting details
- To identify the relationships between ideas in sentences

A STUDY STRATEGY

- Paraphrasing to aid comprehension

A VOCABULARY STRATEGY

- Identifying prefixes and suffixes as clues to unlocking the meaning of words

TO UNDERSTAND GRAPHICS

- Identifying patterns of organization and supporting details

liquidlibrary/Getty Images/Jupiter Images

"THERE ARE NO SECRETS TO SUCCESS. IT IS THE RESULT OF PREPARATION, HARD WORK, AND LEARNING FROM FAILURE."

COLIN POWELL
U. S. General (1937–)

CHECK YOUR PRIOR KNOWLEDGE

Jot down some facts you know about how the brain copes with stress and substances. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Alcohol Stunts Neuron Generation

by Carolyn Seydel

1 It's no secret that guzzling alcohol kills brain cells. Now, research presented here November 14th at the Society for Neuroscience meeting shows that, in rats, a 4-day bender also cuts the production of new brain cells by half. Adding insult to injury, the scientists found that cells born during the binge die sooner too.

2 Though it was long believed that the adult brain can't generate new neurons, that idea was proven wrong several years ago. One region where new brain cells arise is the hippocampus, a key learning and memory center. Given that alcoholics often struggle with learning and memory, Kim Nixon and Fulton Crews of the University of North Carolina, Chapel Hill, examined the effects of bingeing on the generation of new brain cells in the hippocampus.

3 Using a catheter, the pair piped alcohol into the stomachs of male rats; a control group received an equal volume of sugar water, matched for calories. The drunken animals maintained a blood alcohol level of 0.35 percent for 4 days, comparable to that of chronic alcoholics. The researchers also gave both groups daily injections of a chemical that stains new cells. Examining the brains of half the rats immediately after the binge, Nixon and Crews found about 2,500 new brain cells in the teetotalers, but only 57 percent as many in the drinkers. A month later, when they studied the remaining rats, they found that while the control group had lost about half the estimated number of cells they'd produced, nearly all the new cells in the alcoholic group had died. Next, Nixon plans to determine whether alcohol prevents neuron birth for months on end.

4 "It raises more questions than it answers, which I think good findings should do," says neuropharmacologist Judson Chandler of the Medical University of South Carolina in Charleston. Chandler notes that the big puzzle is whether the deficit of new neurons in the rats' hippocampus can be linked to the learning and memory problems seen in human alcoholics.

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the topic of this article?

A. Studies and rats
B. Alcohol and the brain
C. Rat brains
D. Humans and alcohol

2 What is the author's overall pattern of organization?

A. Sequence or process order
B. Definition and example
C. Comparison and contrast
D. Cause and effect

3 What is the meaning of the boldfaced word in this sentence from paragraph 4?

Chandler notes that the big puzzle is whether the **deficit** of new neurons in the rats' hippocampus can be linked to the learning and memory problems seen in human alcoholics.

A. Growth
B. Confusion
C. Complexity
D. Lack

4 The word *deficit* has a prefix *de-*. What do you think the prefix *de-* generally means?

A. To take away from
B. To add to
C. To go before
D. To follow after

5 What is the pattern of organization in this sentence from paragraph 2?

Given that alcoholics often struggle with learning and memory, Kim Nixon and Fulton Crews of the University of North Carolina, Chapel Hill, examined the effects of bingeing on the generation of new brain cells in the hippocampus.

A. Comparison and contrast
B. Sequence or process order
C. Simple listing
D. Cause and effect

(Continued)

www.EnglishPro.ir

6 **In paragraph 2, the author uses both the word *generate* (sentence 1) and *generation* (sentence 3). The two words share the same root *gen*, but have different suffixes. What parts of speech do these suffixes indicate?**

A. Adjective and adverb
B. Verb and noun
C. Adjective and noun
D. Verb and adverb

7 **What is the function of paragraph 3?**

A. To contradict paragraph 2
B. To clarify and explain paragraph 2
C. To demonstrate the irrelevance of paragraph 2
D. There is no function of paragraph 3

8 **Some paragraphs use more than one pattern of organization to explain ideas. What are the two main patterns of organization of paragraph 3?**

A. Cause and effect and simple listing
B. Sequence or process order and comparison and contrast
C. Comparison and contrast and simple listing
D. Simple listing and definition

9 **What do you think is the author's most important point?**

A. Rats' brains are adversely affected by alcohol.
B. Studies on rats' brains affected by alcohol demonstrate severe neuron degeneration, which may offer insight into the brain dysfunction of human alcoholics.
C. Humans should not drink alcohol.
D. Rats are treated unfairly in science.

10 **Why did the scientist conduct this study?**

A. To see how humans differ from rats
B. To understand rat brains and alcohol
C. To set a standard to experiment on human brains
D. To answer some questions about the effect of alcohol on brain function, which might help humans

www.EnglishPro.ir

RECOGNIZING PATTERNS OF ORGANIZATION

In Chapter 1, you learned strategies to look at the overall organization of a reading by surveying or previewing and by applying metacognitive, active reading strategies to work with your brain to learn. In addition, you learned about finding the topic and how to use topic or headings to pose guide questions to further help you see and understand the layout or structure of a reading. In this chapter, you will build on those skills and zero-in on structure by learning to recognize patterns of organization. Like a topic, patterns of organization can apply to the whole reading, subsections in a reading, and paragraphs. You learned that the brain requires organization to learn most effectively; by recognizing the structure of a reading passage, you will be able to recognize the organization that the author intends. In turn, you can use the pattern of organization to see the relationship between key ideas and to move the information from your working memory to your long-term memory and then retrieve or learn it most effectively.

The Importance of Patterns of Organization

Organizational patterns are important for a reader to recognize because they reveal how an author arranges the information in the passage, which allows you, the reader, to understand the "skeleton" of the piece of writing—the bones that support the "flesh" of the reading. To continue with this metaphor, the "skeleton" is how the author arranges ideas as a whole—the pattern of organization the author has used. The "flesh" is all the details that the author includes to elaborate on and explain more about his or her topic. You want to see the skeleton of the reading, so you can understand and remember what the author is trying to communicate about the topic. Furthermore, if you do not have much background knowledge about the topic of the reading, looking for the pattern of organization will help you because if you can follow the author's train of thought more effectively, you will have less difficulty comprehending the reading and you can focus on the key points.

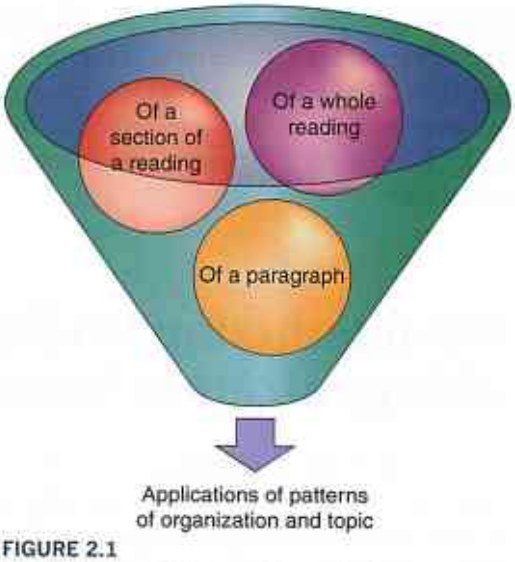


FIGURE 2.1
Applications of Patterns of Organization and Topic

This "skeleton" is known by several names: *organizational patterns, patterns of organization, author's writing patterns, rhetorical modes,* and *writing structure,* depending on the class in which the topic is discussed. In reading classes, *patterns of organization* is the most common name; in English classes, *writing patterns* and *rhetorical modes* are the most common names. Whatever the name, the central idea remains the same.

www.EnglishPro.ir

QUICK TIPS BENEFITS OF RECOGNIZING PATTERNS OF ORGANIZATION

Learning how to recognize patterns of organization in a reading will help you:

1. Comprehend the material.
2. Process the information into your memory.
3. Retrieve the information learned from your long-term memory.
4. Understand how to structure your notes or graphic organizers (outlines, charts, webs, summaries) to study the information.
5. Understand what probable questions you will be asked on a test.
6. Understand how to structure written responses to test questions.

How to View Patterns of Organization

Patterns of organization, like a topic, can apply to a whole reading (its structure), a subsection of a reading, or a paragraph. Patterns of organization can also help you see the relationships between ideas in sentences. There are four ways you can see a pattern of organization, from the larger to the smaller perspective, as you can see in Figure 2.2. Think of the outside ring (the whole reading) as the most general, overall pattern. The inside ring (between and among sentences) is the most detailed, or specific pattern.

What Function Do Patterns of Organization Serve?

Patterns of organization function to provide a structure to a reading, a subsection, a paragraph, or the interrelationship between ideas and sentences in a paragraph. Patterns of organization also help you determine the main details in a passage that support the main point. These main details within a reading are called **supporting details** because they support the author's most important point about the topic. These supporting details are arranged in the reading according to the pattern of organization. Stop and think about how logical this is: An author writes a passage about the causes of stress—this is the topic. What would be the main points the author would logically discuss? The author would discuss a series of causes or reasons that lead to stress. These causes or reasons are the major points that support the topic—the supporting details.

www.EnglishPro.ir

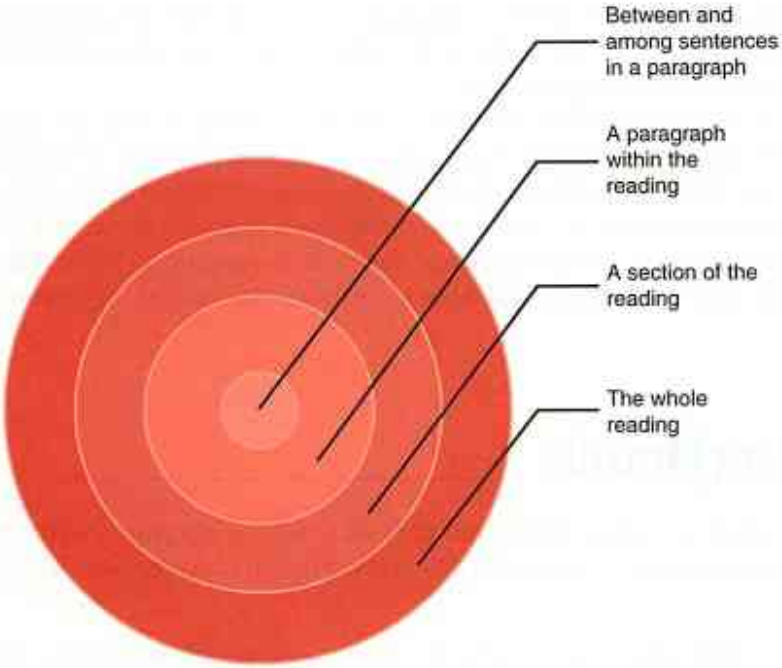


FIGURE 2.2
Four Ways You Can See a Pattern of Organization

The Role of Transition Words

What do you already know about transition words? You are already familiar with all the transition words used in college writing. They are not complicated words. You may not have considered before, however, how important they are to notice. For example, you look at transition words in order to figure out context clues for vocabulary, as you learned in Chapter 1—you look at the words that surround the word whose meaning you do not know. Many of the words to watch out for when you use context clues are also the clues used in organizational patterns. For example, consider these transition words for antonym context clues: *unlike, instead, but, however, on the other hand, rather,* and *conversely.* These are transition words. Remember how helpful they are to finding out the meaning of a word you don't know? They will prove even more helpful to you in understanding the structure of ideas in a reading.

Transition or **signal words** are words or phrases writers use to introduce the reader to the thought pattern, or pattern of organization, in the writing and between ideas within the writing. The prefix *trans-* means across. When you make a *trans*ition from high school to college, you bridge the gap between the two levels. *Trans*ition words, then, link ideas in a logical progression from one idea to the other. These words will look familiar to you because they are used frequently in writing to make the ideas flow

www.EnglishPro.ir

together and to indicate important points. Transition words or phrases are also called signal words or phrases because they signal how the author is arranging ideas. Later, you will find lists of transition words for each type of pattern of organization.

First, transition words function to show the relationships within a sentence, a paragraph, a subsection, or an entire reading. Transition words also introduce supporting details. In addition, these words help ideas flow more smoothly in writing. Furthermore, transition words improve understanding between connected thoughts and provide and indicate a logical organization between the ideas in a reading. In short, they function to "lubricate" the parts of a reading to make them work smoothly together. As a result, your understanding of these ideas proceeds smoothly in your mind while you are reading.

Supporting Details

In the paragraphs about transition words and phrases, several main points were made, signaled by transition words. You could ask the question "What is the role of transition words?" and this would be your list of answers.

1. They show the relationships within a sentence, within a paragraph, or within a whole reading.
2. They introduce supporting details.
3. They help ideas flow more smoothly in writing.
4. They improve understanding between connected thoughts and indicate a logical organization between the ideas in a reading.
5. They facilitate the comprehension of these ideas to connect more smoothly in your mind while reading.

Points 1 through 5 are supporting details that back up the overall point of the paragraph about the topic—the role of transition words. Did you notice the underlined words in the above paragraphs? These are transition words. Go back to these passages and notice how these words in the above paragraphs help to make the ideas easier to follow. You would still be able to understand the two paragraphs without the transition words, but they make the ideas flow better, don't they? If so, the transition words are accomplishing their job. Their job, then, is to make the connections between supporting details flow smoothly.

Major and Minor Details

Details that support the author's most important point, or **supporting details,** can be classified as either major details or minor details. **Major details** are the main points to support the overall point in the reading. **Minor details** are more specific points that support the major points, usually by providing examples of the major details. Read the following paragraph and underline the transition words as you read.

www.EnglishPro.ir

Combating Stress

There are several ways to minimize stress in your life. First, make exercise a regular habit at least three times per week. Exercise releases endorphins that improve mood. Exercise also improves vascular health and overall fitness. Another good preventative measure is taking stock of the internal stressors you can control. Use meditation techniques when overwhelmed and make sure to get sufficient rest to alleviate internal negative talk. Last, make sure to take time out of your busy schedule to do things that you enjoy. When stress builds up, time with family or friends can help reduce its effects. Similarly, regularly pursuing hobbies and other pleasurable interests serves to diminish the buildup of everyday stresses and strains.

Which of the sentences are major details? Which of the sentences are minor details? There are three major supporting details, each indicated by a transition (*first, another,* and *last*). The first major detail is followed by two minor details that back it up. The second major detail is followed by one minor detail that supports it. The third major detail is followed by two minor details that provide examples. This is how the paragraph would look if the major and minor details were separated.

TOPIC: Combating Stress

Main Point: There are several ways to minimize stress in your life.

1st Major Supporting Detail: First, make exercise a regular habit at least three times per week.
1st Minor Detail: Exercise releases endorphins that improve mood.
2nd Minor Detail: Exercise also improves vascular health and overall fitness.

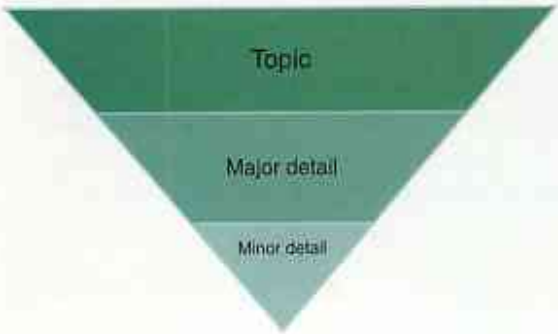
2nd Major Supporting Detail: Another good preventative measure is taking stock of the internal stressors you can control.
Minor Detail: Use meditation techniques when overwhelmed and make sure to get sufficient rest to alleviate internal negative talk.

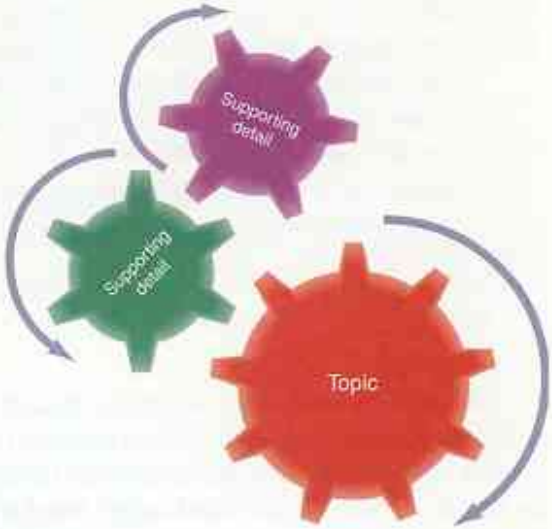
3rd Major Supporting Detail: Last, make sure to take time out of your busy schedule to do things that you enjoy.
1st Minor Detail: When stress builds up time with family or friends can help reduce its effects.
2nd Minor Detail: Similarly, regularly pursuing hobbies and other pleasurable interests serves to diminish the buildup of everyday stresses and strains.

www.EnglishPro.ir

See how the minor details function to provide further information about the major details? The major details, in turn, provide support for the topic of the paragraph.

Supporting details provide information to support the overall topic. Think of the arrows as the transition words that help the mechanism work smoothly.





Categories of Organizational Patterns

There are three main categories of organizational patterns: patterns that list, patterns that explain, and patterns that analyze.

PATTERNS THAT LIST	PATTERNS THAT EXPLAIN	PATTERNS THAT ANALYZE
Random order list • Simple listing **Specific order list** • Order of importance • Chronological order • Sequence or process order • Spatial (or place) order	• Example/illustration or clarification • Definition and example • Description	• Division/classification • Cause and/or effect • Problem and/or solution • Compare and/or contrast

PATTERNS THAT LIST

Patterns that list include simple listing (or just list), order of importance, chronological order, sequence or process order, and spatial or place order. All of these patterns, except for simple listing, include items

www.EnglishPro.ir

that must be in a certain order to convey the meaning that the author intends. Review the transition words that indicate patterns that list in Table 2.1.

SUPPORTING DETAILS IN A RANDOM ORDER

Simple listing means that the items the author lists can be arranged in any order and still make sense. Every piece of writing is a list of something, whether causes, effects, similarities, differences, or steps in a process. So be careful not to oversimplify and see everything as a simple list. Always eliminate the other patterns of organization before you choose simple listing as the organizational pattern. Simple listing should always be your last choice, after you have eliminated all the other possibilities.

Example: Memory tricks, such as mnemonic devices, word association, and visualization are used for studying information and learning it.

Note that these three memory tricks can be in any order and still make sense because the order does not change the meaning of the sentence. The signal phrase *such as* indicates a list of examples.

Next you'll read a passage from the National Institute on Alcohol Abuse and Alcoholism Web site targeted to a teenage audience. Read the passage, paying attention to the transition words that signal a supporting detail. Then, look at the visual that reflects how the ideas connect with one another.

Tips for Talking with Your Teen

Developing open, trusting communication between you and your child is essential to helping him or her avoid alcohol use. If your child feels comfortable talking openly with you, you'll have a greater chance of guiding him or her toward healthy decision-making. Some ways to begin:

- Encourage conversation. Encourage your child to talk about whatever interests him or her. Listen without interruption and give your child a chance to teach you something new. Your active listening to your child's enthusiasms paves the way for conversations about topics that concern you.
- Ask open-ended questions. Encourage your teen to tell you how he or she thinks and feels about the issue you're discussing. Avoid questions that have a simple "yes" or "no" answer.
- Control your emotions. If you hear something you don't like, try not to respond with anger. Instead, take a few deep breaths and acknowledge your feelings in a constructive way.
- Make every conversation a "win-win" experience. Don't lecture or try to "score points" on your teen by showing how he or she is wrong. If you show respect for your child's viewpoint, he or she will be more likely to listen to and respect yours.

(Continued)

www.EnglishPro.ir

There are four tips for talking with your teen about alcohol use. These tips are indicated by bullet points. Ask yourself: Do these four techniques have to be in a specific order to make sense? These tips are in a random order—the tips could be rearranged and the meaning and intent of the passage would remain uncompromised. The pattern of organization, then, is simple listing.

TABLE 2.1 TRANSITION/SIGNAL WORDS THAT INDICATE PATTERNS THAT LIST

PATTERN OF ORGANIZATION	SIGNAL WORDS
RANDOM ORDER	
Simple listing	Also, another, in addition, first, second, third, for example; punctuation (bullets, dashes, numbers—1, 2, 3, letters—a, b, c)
SPECIFIC ORDER	
Order of importance	Most important, finally, primarily
Chronological order	First, second, third, next, then, after, later, dates, after, afterwards
Sequence or process order	First, second, next, then, after, later, finally, initially, follows, followed by, the first stage, stages, steps, the final step
Spatial (or place) order	To the left, to the right, above, below, next to, around, opposite, ahead, north, south, east, west, continuing from, near, beside, further, originate, endpoint

SUPPORTING DETAILS IN A SPECIFIC ORDER

Order of Importance

Order of importance (or *emphatic order*) means the items in the list need to be in a specific order to convey the author's point. Usually, the last point is the most important reason for, or an example of, the author's main point.

www.EnglishPro.ir

Example: To remember learned information accurately, use memory tricks such as mnemonic devices, word association, visualization, and, most importantly, repetition.

The three memory tricks of using mnemonic devices, word association, and visualization can be in any order and still make sense, but the last item—repetition—is put at the end of the sentence because it is the most important point.

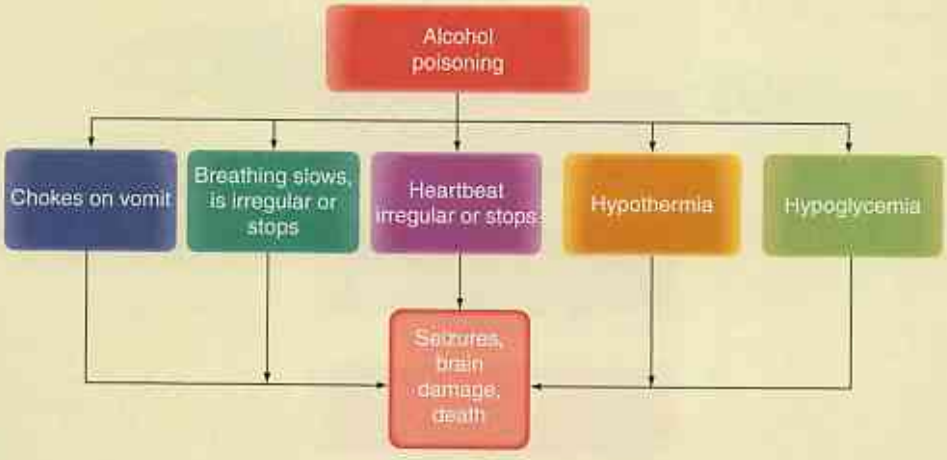
Here is a passage in order of importance from the National Institute on Alcohol Abuse and Alcoholism Web site on alcohol poisoning.

What Can Happen to Someone with Alcohol Poisoning That Goes Untreated?

- Victim chokes on his or her own vomit.
- Breathing slows, becomes irregular, or stops.
- Heart beats irregularly or stops.
- Hypothermia (low body temperature).
- Hypoglycemia (too little blood sugar) leads to seizures.
- Untreated severe dehydration from vomiting can cause seizures, permanent brain damage, or death.

Even if the victim lives, an alcohol overdose can lead to irreversible brain damage. Rapid binge drinking (which often happens on a bet or a dare) is especially dangerous because the victim can ingest a fatal dose before becoming unconscious.

Don't be afraid to seek medical help for a friend who has had too much to drink. Don't worry that your friend may become angry or embarrassed—remember, you cared enough to help. Always be safe, not sorry.



www.EnglishPro.ir

When you read the six bulleted points, which are the major supporting details, you can see that the worst outcome is placed last. In the visual, the first five points could be in another order and still make sense. For example, you could rank irregular heartbeat as worse than hypothermia. However, it is clear that seizures, permanent brain damage, or death are the most horrific possibilities. This outcome is the worst case scenario and, thus, is put last to make a point or emphasize the severity.

Chronological Order

Chronological order (or time order) shows how something unfolds over time. The items in the list need to be in this order to make sense, such as events in history that occur over time.

Example: First, take thorough notes during class. Then, review class notes immediately after class. Afterwards, as soon as you have a chance, rewrite your notes to aid in learning the main points.

Notice how you are advised to review notes first, right after class, and then to rewrite the notes later in the day. These events must occur in this order because you cannot review and rewrite your notes until you have actually taken the notes.

Here is a passage from *Frontline* on the PBS Web site titled "Heroin in the Brain: Its Chemistry and Effects." The topic is heroin withdrawal. What is the timeline for withdrawal?

Heroin Withdrawal

The opiates like heroin are the drugs that cause the most classic set of withdrawal symptoms. About eight to twelve hours after the last heroin use, an addict's eyes begin to tear and he/she starts to experience flu-like symptoms: sneezing, weakness, depression, muscle cramps, nausea, vomiting, diarrhea. The symptoms increase in severity over two to three days. Within a week to 10 days the illness is over. The phrase 'cold turkey' probably comes from the appearance of goose bumps all over the body, which resembles a plucked turkey. Muscle spasms in the legs produce kicking movements, and this may be the derivation of the expression 'kick the habit.'

www.EnglishPro.ir

In this passage, the withdrawal symptoms are in an order according to time. Similarly, the information in the visual has to be in that order to make sense: it is a progression of symptoms. There are three major supporting details, characterized by the timeline and associated symptoms.

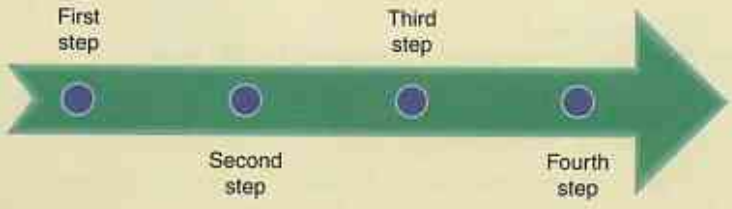
Sequence or Process Order

Sequence or **process order,** like chronological order, indicates that certain steps need to be followed in a specific order for the result to make sense, such as the steps in a recipe or stages of growth or development. The difference between chronological order and sequence or process order is the subject matter. In sequence or process order, the author uses stages or steps rather than a clear timeline in hours, weeks, or days.

Example: Initially, information goes into the sensory memory and, if accepted, information then is processed in the short-term memory. Next, information is stored in the long-term memory and can be learned if followed by repetitive study.

In the above example, the steps or parts of the memory system are a process or must be in sequence to make sense. Following is a brief reading about the stages or steps in a process to relieve stress through relaxation. Like chronological or time order, the progression needs to be in a certain order. Unlike time order, specific references to time are not included. Instead, the process is emphasized.

Relaxation is a powerful technique for reducing stress. To relax your mind and body, first sit in a straight back chair or lie on your back. Second, close your eyes and imagine every muscle of your body relaxing, from the top of your head to the tips of your toes. Third, as you imagine this relaxation, concentrate on breathing slowly, deeply, and steadily, with your mouth closed. Fourth, imagine the solution to your problems as already resolved, giving you a deep and profound sense of peace.



Here, relaxation is outlined as steps in a process. In order for the process to work, the steps are in a deliberate order. There are four main supporting details, indicated by the transition words and organized in a specific order.

Spatial or Place Order

Spatial or **place order** shows an organized format for describing or making points about something, usually a three-dimensional space, such as a place. Descriptions may be organized from front to back, left to right, north to south, or bottom to top. This organization allows the points to be made in a coherent, structured fashion.

www.EnglishPro.ir

Example: Continuing from the brain stem at the back of the brain's structure and near the base of the spinal cord is the amygdala.

The organization of the information leads the reader to visualize the structure of the brain, from the brain stem at the back, moving upward.

Here is a map from BBC News showing the flow of opium and heroin to the United Kingdom.

United Nations Office on Drugs and Crime (UNODC)

Here is a passage that illustrates the spatial order conveyed in the map.

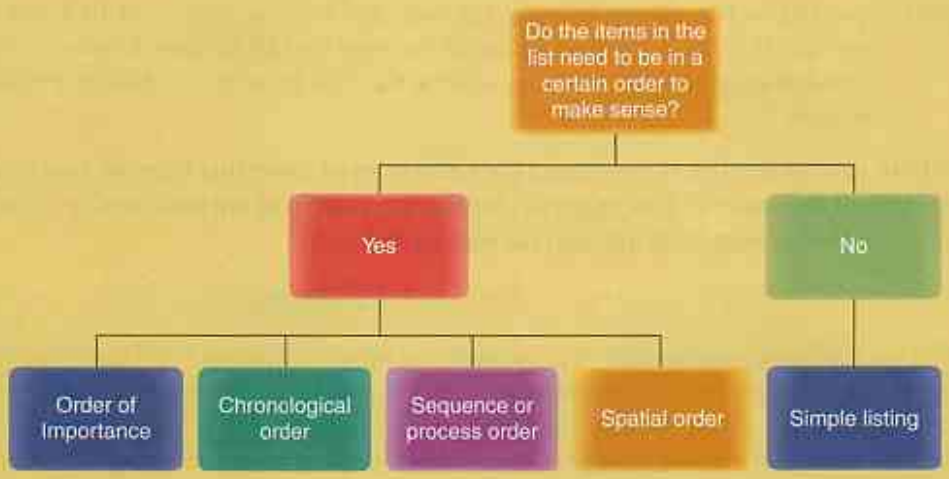
> The majority of the opium consumed in Western Europe and the world follows a typical trade route from origination to consumption. Most opiates originate in Afghanistan and make their way to Pakistan to the south. Then the drugs move to Iran to the west. Moved further west, the drugs reach Turkey. At this point, the drugs are exported west over Europe and into the United Kingdom. In the United Kingdom the opiates are consumed or further shipped for distribution world-wide.

Notice how geographical connections are vital to the explanation of the map of the trade route. There are five major supporting details, arranged in order, according to the main geographical steps in the movement of opium from Afghanistan to the United Kingdom: Afghanistan to Pakistan to Iran to Turkey to the United Kingdom.

www.EnglishPro.ir

QUICK TIPS WHEN IS A LIST A LIST?

When you encounter a list of something, ask yourself: Do the items in the list need to be in a certain order to make sense? If so, the pattern is order of importance, chronological order, sequence or process order, or spatial order. If not, the pattern is simple listing.



PATTERNS THAT EXPLAIN

Patterns that explain include example/illustration or clarification, definition, and description. These patterns allow an author to make a point, and then elaborate on or further explain that point to make sure the reader understands. These patterns are common in textbook readings because often a concept is introduced or a definition is stated, and then the next paragraph provides additional clarification of the concept or definition. Review the signal words that indicate patterns that explain in Table 2.2.

TABLE 2.2 TRANSITION/SIGNAL WORDS THAT INDICATE PATTERNS THAT EXPLAIN

PATTERN OF ORGANIZATION	SIGNAL WORDS
Example/Illustration or Clarification	For example, to illustrate, to clarify, for instance, in other words, that is to say, to put it another way
Definition and Example	Punctuation following a boldfaced term (dash, comma, colon, parentheses), italics of term, is defined as, is known as, means, is
Description	Adjectives that describe (nice, colorful, misty, gloomy) to support the dominant impression (feeling) about the topic

www.EnglishPro.ir

EXAMPLE/ILLUSTRATION

Example/illustration or **clarification** occurs when an author makes a point—usually a complex point—and uses the rest of the paragraph to make sure the reader sees the importance of the point. This organizational pattern is used most often in longer passages where an author makes a point in a paragraph, then uses the following paragraph(s) to elaborate upon and clarify the first point.

Example: Spaced practice aids in learning. For example, imagine pockets of time during your day that could be used for study. You may find 10 minutes between classes to review vocabulary, or you may use the bus ride to or from school to preview a chapter.

The point about spaced practice is made, and then examples of using this time are provided. Here is another example of an example/illustration or clarification pattern of organization from the National Institute on Drug Abuse concerning inhalant use among teenagers.

Data from national and state surveys suggest that inhalant abuse is most common among 7th- through 9th-graders. For example, in the Monitoring the Future Study, an annual NIDA-supported survey of the nation's secondary school students, 8th-graders regularly report the highest rate of current, past-year, and lifetime inhalant abuse compared to 10th- and 12th-graders.

In this excerpt, the author states the point about the age group responsible for most inhalant use, and then gives a specific example to clarify and illustrate the concept. Notice how the phrase *for example* signals that an illustration (example) or clarification of a previous point will be made. There is one major supporting detail to back up the overall point about inhalant use among teenagers. This major detail is the findings reported in the NIDA study.

DEFINITION AND EXAMPLE

Definition (and **example**) is commonly used in concept-dense text, or writing with many complicated ideas. This pattern is useful for stating a concept or the meaning of a word and then providing examples to further explain the concept. The key term itself is often in special print, such as

www.EnglishPro.ir

boldface, italics, or color. Definition patterns of organization always contain a definition vocabulary context clue.

Example: To **preview** a reading is to assess the topic, structure, and overall point of a reading before reading the passage through in its entirety. For example, instead of reading from the first paragraph to the end, the reader previews the reading to determine important information first.

The term or concept *preview* is defined, and then an explanation of what previewing consists of is provided. Following is another excerpt, from Medicinenet, about a common type of fear: claustrophobia.

Claustrophobia: An abnormal and persistent fear of closed spaces, of being closed in or being shut in, as in elevators, tunnels, or any other confined space. The fear is excessive (and quite common). The word "claustrophobia" is an amalgam made from the Latin "claudere," to shut + the Greek "phobis," fear.

Notice in the reading how the term to be defined (*claustrophobia*) is in bold print followed by a colon (:). This definition is then followed by additional information to explain the term. In the visual, the definition is indicated as the main piece of information on the left; the supporting details are leading from it on the right. There are two supporting details to back up the definition.

DESCRIPTION

Description is used when an author describes a person, place, or thing. With this pattern, the author uses sensory details to paint a mental picture for the reader of the subject to create a dominant impression. A sensory detail is a description that relates to one of the five senses: smell, sight, hearing, taste, touch. A dominant impression, the emotional mood or feeling of the passage, is created through the use of sensory details. If there are many adjectives (words that describe a person, place, or thing) that describe the topic of the passage, this would indicate description.

Example: Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

www.EnglishPro.ir

In this passage, the author describes an object: a black box. She creates a visual image in the reader's mind of the object. Notice the descriptive words that detail the box's appearance. The dominant impression you get of the box is that it's shabby and old and has been in use for a long time, generations perhaps. There are two supporting details to back up the dominant impression of the shabbiness of the box. These supporting details are that the box is splintered badly and that it is faded or stained.

Here is a descriptive passage titled "Opium Trading in India; Almost a Century Old." Notice all the adjectives and descriptive phrases in the passage that make the description of the environment and people vivid. For example, instead of just using the word *sun* in the first sentence, the author writes that the sun is *blazing*, creating a strong sensory detail. The dominant impression in the passage is of harsh conditions and people toiling endlessly at the mercy of the parched environment, should the rains fail to come and provide a good opium crop that is their livelihood. There is also a picture of workers in an opium field in India. See how the passage depicts the scene vividly?

The land is dry and unyielding under a blazing sun and for ages now local people have worked these fields with their eyes turned skyward, waiting for the rains. Their crop is a fragile one, sensitive to the whims of the unpredictable weather. It must be harvested carefully and quickly. Welcome to the harvests of India, one of the largest opium harvesting countries in the world. Tucked away in the remote interiors of North India, acres of poppy fields produce tons of precious opium that is perfectly legal and reported to be strictly regulated by their government.

Stuart Abraham/Alamy

Workers in an Indian opium field.

PATTERNS THAT ANALYZE

Patterns that analyze are division/classification, cause and effect, problem and solution, and comparison and contrast. Analysis is the act of looking at the parts of an entity and where they fit in to understand the big picture. Each of these patterns shows the relationship between two or more distinct features. Review the signal words that indicate patterns that analyze in Table 2.3.

www.EnglishPro.ir

TABLE 2.3 TRANSITION/SIGNAL WORDS THAT INDICATE PATTERNS THAT ANALYZE

PATTERN OF ORGANIZATION	SIGNAL WORDS
Division/Classification	Two (or more) types, groups, classified as, classes, category, kinds of, types of, characterized by
Cause	Is caused by, causes, for the reason, because, due to, being that, in that, inasmuch as, since, that is why
Effect	The effect is, consequently, as a result, results in, leads to, thus, as a consequence, hence, so, accordingly, therefore, for this reason
Problem and Solution	The problem is, can be solved by, the solution is
Comparison	Likewise, like, similar to, similarly, in the same way, equally, by the same token, in a like manner, comparable, in common
Contrast	However, but, in contrast, on the other hand, conversely, although, nevertheless, yet, while, whereas, still, though, otherwise, if not, neither . . . nor, some people . . . others

DIVISION AND CLASSIFICATION

Division/classification patterns simplify a difficult concept by breaking down the complex idea into manageable parts or categories. This type of pattern is common in college 100-level classes. Because introductory classes function largely to introduce you to the vocabulary of the discipline, patterns that provide terminology and put concepts into categories are common. Because classification involves introduction to the vocabulary of a discipline, this pattern also tends to contain definition clues. However, this pattern is different from definition and example patterns because the supporting details are specifically there to show the different categories or to divide a concept into different groups or types. Consider this passage where the author classifies, or divides, intermediate memory into two types.

Example: There are two types of intermediate memory processing: short-term and working memory.

www.EnglishPro.ir

Here is a passage that classifies phobias into different types. Notice that it begins with a definition of *phobia*, but it then goes on to classify phobias as one of three different types.

What Is a Phobia? What Are the Different Kinds of Phobias?

A phobia is defined as the unrelenting fear of a situation, activity, or thing that causes one to want to avoid it. The three kinds of phobias are social phobia (fear of public speaking, meeting new people, or other social situations), agoraphobia (fear of being outside), and specific phobias (fear of particular items or situations).

There are three supporting details that back up the overall topic: What is a phobia? The three major supporting details are the categories of phobias: social, agoraphobia, and specific phobias. Notice how the word *phobia* is defined first. Definitions are often within classification patterns. This pattern is different from the definition pattern because the supporting details are specifically there to show the different categories of phobias.

CAUSE AND EFFECT

Cause and effect patterns show causes of a situation or phenomenon, or the effects or results of a situation or phenomenon to show the relationship between ideas. Some passages may show both causes and effects.

Example: The human capacity for denial is boundless, and the effects of refusing to see the truth are overpowering.

www.EnglishPro.ir

The author provides a cause (self-denial) and the effect (being overpowered). A passage may explain both causes and effect, or one or the other.

Usually the focus of a passage is on either causes or effects. Notice the difference between the two in the following passages from the College Drinking—Changing the Culture page from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) Web site. The first passage explores the effects or consequences of college drinking, while the second example explores the causes of college drinking to excess.

A Snapshot of Annual High-Risk College Drinking Consequences

The consequences of excessive and underage drinking affect virtually all college campuses, college communities, and college students, whether they choose to drink or not.

- **Death:** 1,700 college students between the ages of 18 and 24 die each year from alcohol-related unintentional injuries, including motor vehicle crashes.
- **Injury:** 599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol.

(Continued)

www.EnglishPro.ir

- **Assault:** More than 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.
- **Sexual Abuse:** More than 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape.
- **Unsafe Sex:** 400,000 students between the ages of 18 and 24 had unprotected sex and more than 100,000 students between the ages of 18 and 24 report having been too intoxicated to know if they consented to having sex.
- **Academic Problems:** About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall.
- **Health Problems/Suicide Attempts:** More than 150,000 students develop an alcohol-related health problem and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use.
- **Drunk Driving:** 2.1 million students between the ages of 18 and 24 drove under the influence of alcohol last year.
- **Vandalism:** About 11 percent of college student drinkers report that they have damaged property while under the influence of alcohol.
- **Property Damage:** More than 25 percent of administrators from schools with relatively low drinking levels and over 50 percent from schools with high drinking levels say their campuses have a "moderate" or "major" problem with alcohol-related property damage.
- **Police Involvement:** About 5 percent of 4-year college students are involved with the police or campus security as a result of their drinking and an estimated 110,000 students between the ages of 18 and 24 are arrested for an alcohol-related violation such as public drunkenness or driving under the influence.
- **Alcohol Abuse and Dependence:** 31 percent of college students met criteria for a diagnosis of alcohol abuse and 6 percent for a diagnosis of alcohol dependence in the past 12 months, according to questionnaire-based self-reports about their drinking.

It is very clear from the visual depiction of the passage that there are twelve major supporting details that back up the topic of consequences of college drinking. The supporting details are all effects of alcohol use.

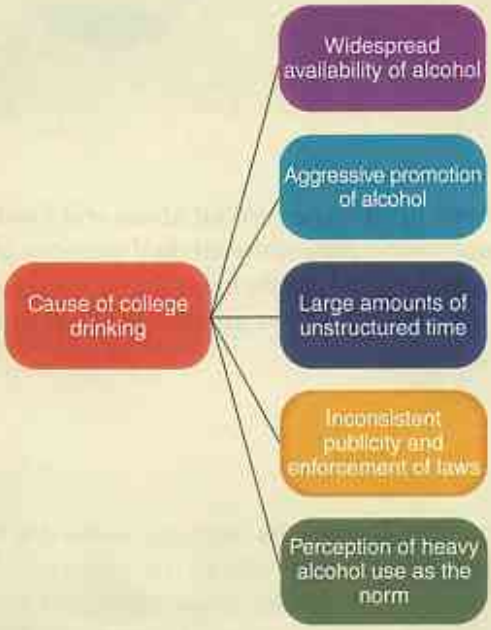
In the next excerpt, notice how the passage and graphic explore the *causes* of widespread college drinking.

Student Body as a Whole: The key to affecting the behavior of the general student population is to address the factors that encourage high-risk drinking.
They include:

- Widespread availability of alcoholic beverages to underage and intoxicated students;
- Aggressive social and commercial promotion of alcohol;

www.EnglishPro.ir

- Large amounts of unstructured student time;
- Inconsistent publicity and enforcement of laws and campus policies; and
- Student perceptions of heavy alcohol use as the norm.



In the above passage, there are five causes or influences that result in high-risk college drinking; these five factors lead to or promote the outcome of excessive drinking behaviors.

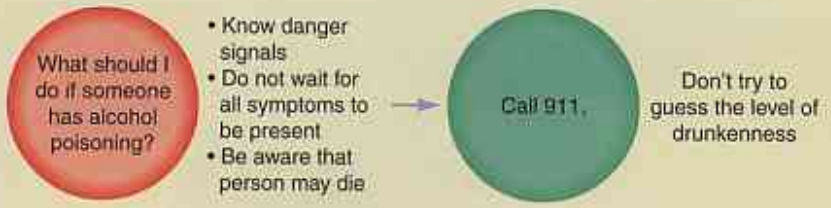
A specific type of cause and effect pattern is **problem and solution.** This subtype focuses on problems that lead to solutions, or a particular problem that has one or more solutions. Consider the following reading.

What Should I Do If I Suspect Someone Has Alcohol Poisoning?

- Know the danger signals.
- Do not wait for all symptoms to be present.
- Be aware that a person who has passed out may die.
- If there is any suspicion of an alcohol overdose, call 911 for help. Don't try to guess the level of drunkenness.

(Continued)

www.EnglishPro.ir



In this example from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) Web site, the author provides three tips about what a person should do if someone might have alcohol poisoning. Ultimately, the solution to the problem is to call for help.

In this next example, also from the NIAAA, the problem is college drinking. What is the solution for effecting change?

College and the Surrounding Community: Mutually reinforcing interventions between the college and surrounding community can change the broader environment and help reduce alcohol abuse and alcohol-related problems over the long term. When college drinking is reframed as a community as well as a college problem, campus and community leaders are more likely to come together to address it comprehensively. The joint activities that typically result help produce policy and enforcement reforms that, in turn, affect the total drinking environment. Campus and community alliances also improve relationships overall and enable key groups such as student affairs offices, residence life directors, local police, retail alcohol outlets, and the court system to work cooperatively in resolving issues involving students.

www.EnglishPro.ir

In this example, the problem is college drinking and the solution to the problem is to combine both campus and community resources to effect change by improving community and campus relationships in the areas of student affairs, residency policy, police policy, enforcement at retail alcohol outlets, and within the court system.

COMPARISON AND CONTRAST

Comparison and **contrast** show similarities and/or differences between two or more concepts or entities. The paragraph or passage usually emphasizes similarities (comparisons) or differences (contrasts). The following passage from the National Institute on Drug Abuse (NIDA) contrasts methamphetamine and cocaine.

Methamphetamine is structurally similar to amphetamine and the neurotransmitter dopamine, but it is quite different from cocaine. Although these stimulants have similar behavioral and physiological effects, there are some major differences in the basic mechanisms of how they work. In contrast to cocaine, which is quickly removed and almost completely metabolized in the body, methamphetamine has a much longer duration of action and a larger percentage of the drug remains unchanged in the body. This results in methamphetamine being present in the brain longer, which ultimately leads to prolonged stimulant effects. And although both methamphetamine and cocaine increase levels of the brain chemical dopamine, animal studies reveal much higher levels of dopamine following administration of methamphetamine due to the different mechanisms of action within nerve cells in response to these drugs. Cocaine prolongs dopamine actions in the brain by blocking dopamine re-uptake. While at low doses, methamphetamine blocks dopamine re-uptake, methamphetamine also increases the release of dopamine, leading to much higher concentrations in the synapse, which can be toxic to nerve terminals.

Methamphetamine vs. Cocaine

Stimulant	—	Stimulant and local anesthetic
Man-made	—	Plant-derived
Smoking produces a long-lasting high	—	Smoking produces a brief high
50% of the drug is removed from the body in 12 hours	—	50% of the drug is removed from the body in 1 hour
Increases dopamine release and blocks dopamine re-uptake	—	Blocks dopamine re-uptake
Limited medical use	—	Limited use as a local anesthetic in some surgical procedures

National Institute on Drug Abuse/ National Institutes of Health

www.EnglishPro.ir

In the previous passage, methamphetamine and cocaine are contrasted in terms of several criteria. Notice the transition or signal words that indicate points of comparison and contrast: *similar to, different from, similar, differences, in contrast, although,* and *both.* While there are some points of comparison made between the two drugs, the major focus of the passage is the differences between methamphetamine and cocaine. Notice also that the heading for the chart uses the abbreviation *vs.*, which is short for *versus,* indicating contrast.

In the following example about hypnotherapists, the author shows similarities or commonalities between these health care professionals. This example shows comparison.

Although hypnotherapists, like other health care practitioners, have their own style, expect some common elements:

- A typical session lasts from 30 to 60 minutes.
- The number of sessions can range from one to several.
- You generally bring yourself out of hypnosis at the end of a session.
- You can usually resume your daily activities immediately after a session.

Similarities Among Hypnotherapists

In this passage and in the accompanying pie chart, the four major supporting details are clearly stated to support the topic of how hypnotherapists have these characteristics in common.

www.EnglishPro.ir

QUICK TIPS STEPS TO DETERMINING ORGANIZATIONAL PATTERN

To determine organizational pattern or structure, follow these steps.

1. When determining the structural pattern of a reading, ask yourself: What is the author trying to do, list, explain, or analyze?
2. If your answer to question 1 is list, does the reading list:
   - items in a random order so that the details would make sense in any order?
   - items arranged according to importance?
   - events organized by time?
   - steps in a process?
   - items arranged according to space?
3. If your answer to question 1 is that the passage is explaining something, is a:
   - general point made with examples to make it clearer?
   - definition given along with examples?
   - description of a topic presented using adjectives?
4. If your answer to question 1 is that the passage is analyzing something, does it:
   - break a big concept into different parts, classifications, or categories?
   - show causes or effects?
   - outline a problem and its solution?
   - show comparison and/or contrast?

Thinking It Through MIXED PATTERNS

Sometimes an author uses more than one pattern of organization to express his or her points about the topic. Also, an author may use transition words that indicate more than one type of pattern within a reading. This can be confusing to readers because they do not know which pattern is the main pattern. The truth is there is a way to determine the main pattern, even if another one is also used to convey information within the paragraph. The rule of thumb is that the main pattern of organization is the one that is reflected in the author's most important point about the topic. (In Chapters 3 and 4, you will learn more strategies and skills to improve your ability to zero in on predominant patterns as mirrored in the main point.)

Here is a passage from the National Institute on Drug Abuse (NIDA) that explores different types of inhalants. Can you determine more than one possible pattern of organization in this passage? Which pattern is the predominant or main pattern of organization?

(Continued)

www.EnglishPro.ir

What Are They?

Inhalants are breathable chemical vapors that produce psychoactive (mind-altering) effects. A variety of products common in the home and in the workplace contain substances that can be inhaled. Examples are some paints, glues, gasoline, and cleaning fluids. Many people do not think of these products as drugs because they were never meant to be used to achieve an intoxicating effect.

Although inhalants differ in their effects, they generally fall into the following categories:

Volatile solvents, liquids that vaporize at room temperature, present in:

- certain industrial or household products, such as paint thinner, nail polish remover, degreaser, dry-cleaning fluid, gasoline, and contact cement
- some art or office supplies, such as correction fluid, felt-tip marker fluid, and electronic contact cleaner

Aerosols, sprays that contain propellants and solvents, including:

- spray paint, hair spray, deodorant spray, vegetable oil sprays, and fabric protector spray

Gases, that may be in household or commercial products, or used as medical anesthetics, such as in:

- butane lighters, propane tanks, whipped cream dispensers, and refrigerant gases
- anesthesia, including ether, chloroform, halothane, and nitrous oxide

—National Institute on Drug Abuse (NIDA)

Which two main patterns of organization are reflected in this reading? _____

_____

Which pattern is the predominant pattern? _____

Explain your reasoning. _____

_____

In this passage, the author begins with a definition of inhalants: *Inhalants are breathable chemical vapors that produce psychoactive (mind-altering) effects.* The author then continues with examples of different types of inhalants. So far, a definition and example pattern seems predominant. However, the passage then divides, or classifies, inhalants into three categories or types: volatile solvents, aerosols, and gases. What is the main pattern of organization, given both the characteristics of definition and example as well as classification? To answer this question, consider what the author's primary purpose is in writing this passage. If you think the author's primary purpose is to classify different types of inhalants, you are correct. The primary pattern of organization, then, is classification.

www.EnglishPro.ir

On Your Own IDENTIFYING PATTERNS OF ORGANIZATION IN SHORTER PASSAGES

Here are ten practice exercises—some are in written form and some are in visual form. For each passage, determine the topic and then the main pattern of organization. Underline transition words or clues within the passage that help you decide on the main pattern. Then, list the major supporting details that explain the topic. Be prepared to defend your answers.

1. **Where Do Hallucinogens Come From?**

Some hallucinogens can be found in plants. Mescaline comes from a cactus called peyote. And certain mushrooms, also known as magic mushrooms, are hallucinogens. But many hallucinogens are chemicals that don't occur in nature. Some examples are:

- LSD, also called acid
- MDA, an amphetamine
- MDMA, an amphetamine, called ecstasy
- PCP (phencyclidine), often called angel dust

—National Institute on Drug Abuse (NIDA)

Topic: _____

Pattern: _____

Supporting details: _____

_____

2. Convert the following visual into written text. Use transition words in your paragraph, clearly indicating what pattern of organization is suggested by the information in the visual.

Symptoms of Post-Traumatic Stress Disorder

(Continued)

www.EnglishPro.ir

Your explanation of the visual: _____

_____

_____

3. Opiates Act on Many Places in the Brain and Nervous System

The limbic system controls emotions. Opiates change the limbic system to produce increased feelings of pleasure, relaxation and contentment. (red)

The brainstem controls things your body does automatically, like breathing or coughing. Opiates can act on the brainstem to stop coughing or slow breathing. (blue)

The spinal cord transmits pain signals from the body. By acting here, opiates block pain messages and allow people to bear even serious injuries. (yellow)

—National Institute on Drug Abuse (NIDA)

Topic: _____

Pattern: _____

_____

Supporting details: _____

_____

4. What Is Drug Addiction?

Addiction is defined as a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain—they change its structure and how it works. These brain changes can be long lasting, and can lead to the harmful behaviors seen in people who abuse drugs.

—National Institute on Drug Abuse (NIDA)

www.EnglishPro.ir

Topic: _____

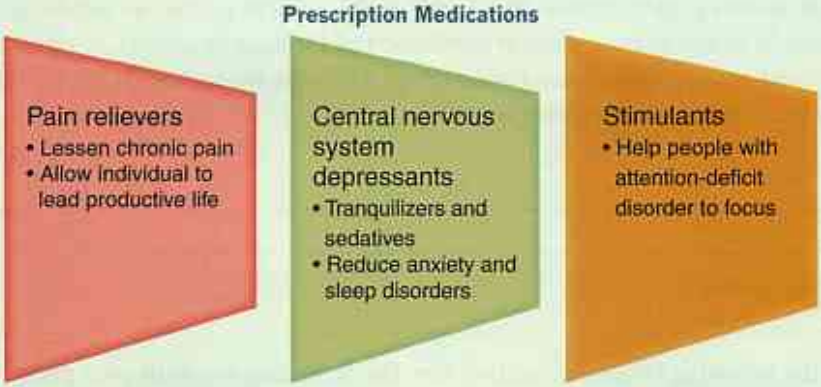
Pattern: _____

_____

Supporting details: _____

_____

5. Convert the following visual into written text. Use transition words in your paragraph, clearly indicating what pattern of organization is suggested by the information in the visual.



Your explanation of the visual: _____

_____

_____

6. MDMA was developed in Germany in the early 1900s as a parent compound to be used to synthesize other pharmaceuticals. During the 1970s, in the United States, some psychiatrists began using MDMA as a psychotherapeutic tool, despite the fact that the drug had never undergone formal clinical trials nor received approval from the U. S. Food and Drug Administration (FDA) for use in humans. In fact, it was only in late 2000 that the FDA approved the first small clinical trial for MDMA that will determine if the drug can be used safely with 2 sessions of ongoing psychotherapy under carefully monitored conditions to treat post-traumatic stress disorder. Nevertheless, the drug gained a small following among psychiatrists in the late 1970s and early 1980s, with some even calling it "penicillin for the soul" because it was perceived to enhance communication in patient sessions and reportedly allowed users to achieve insights about their problems. It was also during this time that MDMA first started becoming available on the street. In 1985, the U. S. Drug Enforcement Administration (DEA) banned the drug, placing it on its list of Schedule 1 drugs, corresponding to those substances with no proven therapeutic value.

—National Institute on Drug Abuse (NIDA)

(Continued)

www.EnglishPro.ir

Topic: _____

Pattern: _____

Supporting details: _____

_____

7. **The brain continues to develop into adulthood and undergoes dramatic changes during adolescence.**

One of the brain areas still maturing during adolescence is the prefrontal cortex—the part of the brain that enables us to assess situations, make sound decisions, and keep our emotions and desires under control. The fact that this critical part of an adolescent's brain is still a work-in-progress puts them at increased risk for poor decisions (such as trying drugs or continued abuse). Thus, introducing drugs while the brain is still developing may have profound and long-lasting consequences.

—National Institute on Drug Abuse (NIDA)

Topic: _____

Pattern: _____

Supporting details: _____

_____

8. Convert the following visual into written text. Use transition words in your paragraph, clearly indicating what pattern of organization is suggested by the information in the visual.

Your explanation of the visual: _____

_____

_____

9. **How Science Has Revolutionized the Understanding of Drug Addiction**

Throughout much of the last century, scientists studying drug abuse labored in the shadows of powerful myths and misconceptions about the nature of addiction. When science began to study addictive behavior in the 1930's people addicted to drugs were thought to be morally flawed and lacking in willpower. Those views shaped society's responses to drug abuse, treating it as a moral failing rather than a health problem, which led to an emphasis on punitive rather than preventative and therapeutic actions. Today, thanks to science, our views and our responses to drug abuse have changed dramatically. Groundbreaking discoveries about the brain have revolutionized our understanding of drug addiction, enabling us to respond effectively to the problem.

—National Institute on Drug Abuse (NIDA)

www.EnglishPro.ir

Topic: _____

Pattern: _____

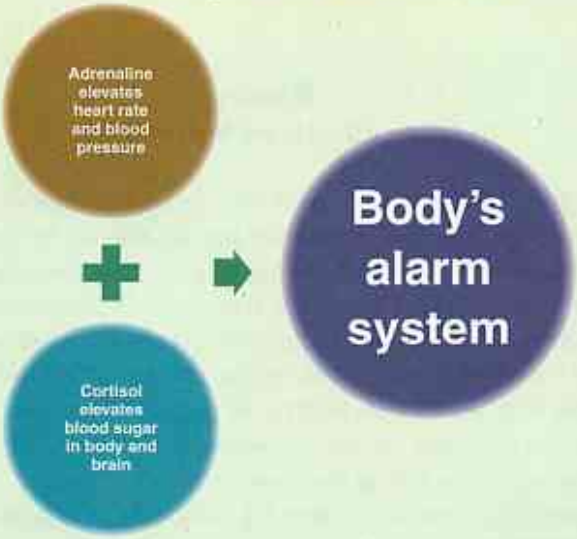
Supporting details: _____

_____

_____

10. Convert the following visual into written text. Use transition words in your paragraph, clearly indicating what pattern of organization is suggested by the information in the visual.

Understanding the Natural Stress Response



Your explanation of the visual: _____

_____

_____

Thinking It Through IDENTIFYING AN OVERALL PATTERN OF ORGANIZATION IN LONGER READINGS

Now that you have had practice looking for patterns in shorter passages, apply what you have learned to a longer college-level reading. This reading passage is from a communications textbook. To understand the overall pattern of organization of the reading, take the following steps: Preview the reading, determine the topic, and determine the pattern of organization based on the topic.

(Continued)

www.EnglishPro.ir

1. Who or what is the reading about? What is the topic? _____
2. With that topic in mind, and the overview of the structure you have gleaned from previewing, what is the pattern of organization? _____
3. How have the authors organized information about this topic? Do they list, explain, or analyze? What specific pattern is used in this passage? _____

Next, turn your topic into a question. Read the passage to verify if your idea about topic and pattern was correct and to answer the question you created. Finally, read the explanation that follows the reading and compare the reasoning with your reasoning.

Memory

by Teri Kwal Gamble and Michael W. Gamble

1 How we interpret and evaluate a stimulus determines whether or not what we experience enters our memory. That which we remember we can retrieve for later use. The question is: how reliable is what we remember? Can we count on our perceptual abilities to supply us with accurate memories of what we have experienced? Consider this: when Americans were asked to recall their memories of what they observed on September 11, 2001, they spoke of watching television broadcasts of the two planes that struck the twin towers of the World Trade Center. This recollection, held by 76 percent of the New Yorkers surveyed and 73 percent of persons surveyed nationwide, was a false memory. In fact, on that day there was no video of the first plane hitting the tower.

2 What is memory? It is a human construct, a composite of what we read, piece together, experience, and/or want to be true. While we may have confidence in what we remember, that confidence may be misplaced, if only because at least some of what we think is true turns out to be false.

3 When we try to remember something we have stored in our memory, we don't simply reproduce it. Rather, instead of objectively recalling what we experienced, we attempt to reconstruct a memory at the time of withdrawal. As we engage in retrospection or backward reasoning, however, inaccuracies may creep in. As we seek to remember, we infer past occurrences based on who we now are, what we now believe, and what we now know. We tend to remember information consistent with our schema and discount or forget information that is not. On the other hand, if information dramatically contradicts a schema, compelling us to think about it, it may lead us to revise the schema we use.

Who or what is the reading about? What is the topic? *The title tells us that this passage is about memory. Also, the word memory is repeated numerous times throughout the passage. Try to narrow it down as you think the information through. The authors go on*

www.EnglishPro.ir

to discuss problems with relying on our memory. So the topic is memory and reliability or memory and problems.

How have the authors organized information about this topic?

a. **Do they list?** *No, there are no strings of processes, steps, or information.*

b. **Do they explain?** *This is possible; the authors seem to be posing a lot of questions about how memory works and how trustworthy recall of that memory may be.*

c. **Do they analyze?** *Are the authors looking at parts and how they fit into the whole? Yes. The authors consider that what people remember may not always be accurate because they reinterpret it somehow. Again, the authors seem to be asking—and answering—questions about how memories work.*

Because the passage is about memory and whether or not it is always reliable, the topic could be further narrowed down to memory and reliability, or accuracy. The authors' chosen structure is to analyze what memory is and answer why it is not always reliable or trustworthy. You could ask the question, "What is it that makes memory unreliable?"

The pattern of this passage is cause and effect, as the authors show how we reinterpret what we remember (the cause), and that we do not always accurately remember information (the effect).

Now, as you read the passage in its entirety, your brain is "primed" for the information that will be presented; your comprehension will be improved as a result of taking the time to see this skeleton first. Supporting points will make more sense because you understand what the authors are trying to do.

Not only is it useful to determine the pattern of organization of a whole reading during the previewing stage, but it is also helpful to determine the structure of major sections and even paragraphs. While the overall structure of this passage about memory is cause and effect, the authors may also use different organizational patterns in paragraphs within the essay.

QUICK TIPS PATTERNS OF ORGANIZATION FACTS

- ✓ There is an overall topic, structure, and point to a reading in its entirety.
- ✓ There is an overall topic, structure, and point to each subsection in a textbook chapter.
- ✓ There is an overall topic, structure, and point to each paragraph.
- ✓ When in doubt or if there seem to be two or more possible patterns in a section of text, go with the one that seems to be predominant.

www.EnglishPro.ir

On Your Own IDENTIFYING TOPIC AND PATTERNS

Look back at the Thinking It Through reading "Memory" and answer the following questions either independently or with a partner. Explain your responses.

1. What is the topic of paragraph 1? _____
_____
2. What is the pattern of organization of paragraph 1? _____
_____
3. What is the topic of paragraph 2? _____
_____
4. What is the pattern of organization of paragraph 2? _____
_____
5. What is the topic of paragraph 3? _____
_____
6. What is the pattern of organization of paragraph 3? _____
_____

RELATIONSHIPS BETWEEN IDEAS

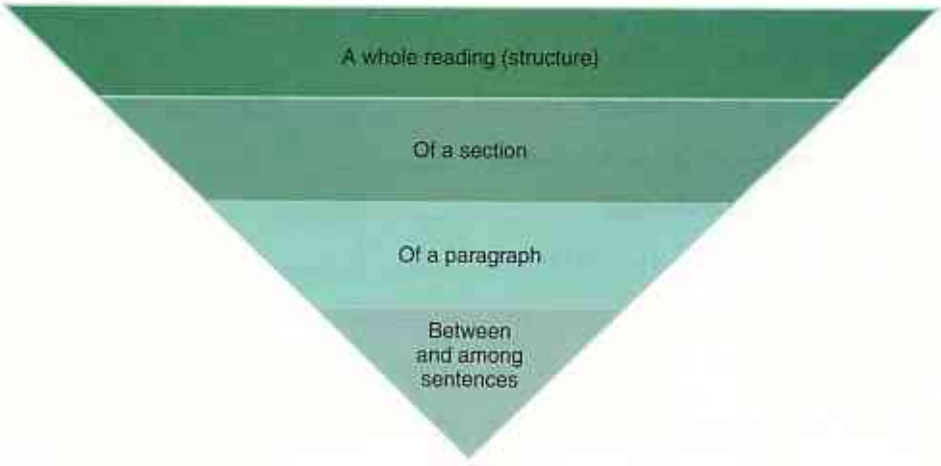
Now that you have developed skills to see the "skeleton" or "big picture" or the patterns of organization in a reading, you will learn to see the relationships between ideas, or the "small picture," between sentences, and within a paragraph or section of a reading. The skills of seeing both the big picture and small picture are vital to understanding what you read. Developing these skills will make pinpointing the author's most important point, or main idea, far less perplexing.

Relationships between ideas can be defined as an author's arrangement of supporting details in a reading, often indicated by transition words or phrases that clarify, reflect, and support the most important point. Sometimes the author does not use transition words, but there is still a relationship between the ideas. In this case, you need to infer or make an educated guess about the relationships by applying what you already know. Just as the overall primary pattern of organization of a reading dominates the different patterns used within subsections of paragraphs of a longer reading, so within a paragraph there are often mixed patterns, yet there is a dominant pattern that overarches the entire paragraph. Similarly, just as a good reader finds evidence of an overall pattern of organization in a reading, a good reader also notes relationships between ideas in a passage. Both approaches involve:

- Identifying transition or signal words or phrases that provide clues to the author's structure or pattern of organization.

www.EnglishPro.ir

- Determining a predominant pattern even though there may be other patterns in use.
- Making reasonable inferences, or educated guesses, about how the author is presenting information.



Determining an author's thought pattern is not only useful for understanding a whole reading or parts of a reading, but also for understanding how ideas connect between sentences.

Consider this passage:

> The United States has just experienced the greatest economic crisis since the Great Depression. People are likely to experience high stress levels and high unemployment rates this year.

What is the relationship between ideas in these two sentences?

Sentence 1 restates the ideas found in sentence 2.

Sentence 2 states the result of sentence 1.

Sentence 2 gives an example of the point made in sentence 1.

Sentence 2 describes the statement made in sentence 1.

Sentence 1 states that there has been an economic crisis of large proportion. Sentence 2 states that stress levels and unemployment will be high. Notice that there are no transition words to clarify the relationship between the ideas in the two sentences.

The answer to the question is b. The relationship between ideas is that sentence 2 *follows from* or is the *result of* sentence 1. In these sentences, there are no transition words to connect the ideas, but you could guess that words like *because of this, as a result,* or *for this reason* would fit at the beginning of the second sentence. Despite the absence of transition words, the ideas are very much connected: the connection is one of cause and effect. The first sentence states the cause and the second sentence states the effect. Understanding the relationships between ideas allows you, the reader, to connect and make sense of an author's ideas.

www.EnglishPro.ir

Thinking It Through FINDING RELATIONSHIPS BETWEEN IDEAS

This following reading is from the editors of ehealthMD, an online medical resource. Because this passage's title is a question, answering this question leads you to the important points. Read the passage and then write down your answers to the following questions. Afterwards, read the explanations following the reading.

1. What is the topic of the reading? _____
2. What is the overall pattern of organization? _____
3. What is the cause of addiction? _____
4. What are the major supporting details? _____

_____

_____

_____

Is Smoking a Physical Addiction?

1 Smoking is a physical addiction that produces a "chain reaction" in the body:

- Nicotine acts on receptors normally used by one of the main **neurotransmitters** in the brain and nervous system (acetylcholine). Neurotransmitters are the "chemical messengers" released by nerve cells to communicate with other cells by altering their electrical activity.
- The body responds to nicotine at these receptors as if it was the natural transmitter (acetylcholine) and the activity and physiological functions of many brain systems are altered.
- With repeated nicotine dosage the body adapts to what it regards as extra **acetylcholine** in an attempt to restore normal function. One way it does this is to grow more acetylcholine receptors.

2 Thus nicotine induces structural as well as functional changes in the brain of smokers. When nicotine is suddenly withdrawn, physiological functions in the brain and other parts of the body are disturbed. This is known as withdrawal syndrome. It takes time for the body to readjust to functioning normally without nicotine.

Here are the answers.

1. **What is the topic of the reading?** *Nicotine and addiction*
2. **What is the overall pattern of organization?** *Cause and effect*

www.EnglishPro.ir

3. **What is the cause of addiction?** *Nicotine*

4. **What are the major supporting details?** *These three bulleted points are major supporting details of this major point: Nicotine makes smoking a physical addiction by producing a chain reaction in the body.*

   Supporting detail 1: *Nicotine acts on receptors normally used by one of the main neurotransmitters in the brain and nervous system (acetylcholine).*

   Supporting detail 2: *The body responds to nicotine at these receptors as if it were the natural transmitter (acetylcholine) and the activity and physiological functions of many brain systems are altered.*

   Supporting detail 3: *With repeated nicotine dosage the body adapts to what it regards as extra acetylcholine in an attempt to restore normal function.*

This reading is about nicotine and addiction. The pattern of organization is one that analyzes how nicotine causes physical addiction—cause and effect. If you wrote "nicotine" as the cause of addiction, you are correct. Now, how does nicotine cause addiction? To answer this question, you would refer to the three bulleted steps that explain what happens when nicotine is absorbed into the body. These three points are the major supporting details. You notice that the three bulleted points are in a specific order and are, in fact, organized according to steps in a process.

However, the overall pattern of organization analyzes nicotine addiction, and the question posed in the title shows a cause and effect relationship: Nicotine is the cause, and physical addiction is the effect. Also, the last paragraph contains the signal word *thus,* which indicates cause and effect and also sums up the point of the passage: "Thus nicotine induces structural as well as functional changes in the brain of smokers." Understanding that the overall structure of the passage has a cause and effect organization makes sense because nicotine *causes* a physical addiction.

Notice that the body of the passage, the steps of the body's reaction to nicotine, is a process. If you look carefully at the first bulleted point, you can also see that, not only does this point function as the first step in the process of nicotine's absorption into the body, but within that point, the term *neurotransmitters* is defined. It is helpful to put ideas in your own words to understand how ideas relate to one another. Putting ideas in your own words is called **paraphrasing.**

Here is a paraphrase of paragraph 2.

> Nicotine changes the structure of the brain and how the brain functions in smokers. During withdrawal from nicotine, the brain and body suffer changes in physical functioning, called withdrawal syndrome. After this withdrawal, the body takes time to get back to normal.

(Continued)

www.EnglishPro.ir

Notice how the sentences reflect a cause and effect relationship: nicotine as the cause leads to the changes in brain structure (the effect). Also, stopping the flow of nicotine is another cause that leads to the effect of withdrawal and the attendant changes in physical functioning of the brain and body. Additionally, the withdrawal is another cause and its effect is that the body takes some time to reestablish equilibrium. All these sentences suggest either causal or effect relationships between them. But notice how there's also a definition within this paragraph. Can you find it? It is likely you would need to know this definition if you were tested on this material. The definition does not have print clues, as is sometimes the case. The concept "withdrawal syndrome" is embedded in the cause and effect discussion.

As you can see, readings have an overall structure that the author designs to communicate his or her most important points. Isolated paragraphs also have a structure or pattern of organization that the author uses to communicate a supporting point. Sometimes you can see more than one pattern within a paragraph. Of course, you know that the main pattern will be reflected in the main idea. However, the arrangement of the details that support the main idea is also very important.

On Your Own FINDING RELATIONSHIPS BETWEEN IDEAS

Here is an abstract, or brief summary of main points, from an article on teenage drinking. Complete the following steps to become familiar with the reading.

1. Preview the paragraph.
2. Determine the topic. _____
3. Determine the pattern of organization. _____
4. Read the paragraph.
5. Underline transition words and phrases.
6. Answer the questions following the passage about the relationship between ideas in the paragraph.

www.EnglishPro.ir

Parental Drinking Contributes to Teen Alcoholism

by Michael Windle

[1]Michael Windle explains that adolescents whose parents have drinking problems are more likely to abuse alcohol. [2]According to Windle, such parents tend to be less nurturing, which can lead their children to affiliate with friends who drink heavily. [3]Additionally, alcoholic parents influence the behavior of their teenagers through role modeling; for example, children who see their parents using alcohol to cope with stress are likely to do the same. [4]However, Windle explains, adolescents who have alcoholic parents can be protected against the potential of alcohol abuse if their family life is otherwise stable.

1. What is the relationship between sentences 1 and 2? _____

2. What is the relationship between sentences 2 and 3? _____

3. What is the relationship between sentences 3 and 4? _____

4. What are the major supporting details in this paragraph?
   - _____
   - _____
   - _____

www.EnglishPro.ir

STUDY STRATEGIES

Paraphrase to Aid Comprehension

Paraphrasing is vital to your success in college reading and writing because it is a skill that proves you understand what you read. To paraphrase something you've read is to put an author's ideas into your own words. Paraphrasing doesn't mean repeating the author's words exactly; it means putting the author's ideas into your own words, yet maintaining the same ideas. In order to paraphrase effectively, you need to focus on both the overall pattern of organization and the relationships between ideas within the paragraph. Paraphrasing is effective for three main reasons.

1. **Paraphrasing proves you comprehended what you read.** Paraphrasing makes you sure you understand what the author has written. It is good to keep in mind that if you cannot put an author's ideas into your own words, then you should think about whether or not you *really* understand what the author has written. Remember: If you cannot put a passage into your own words, ask yourself: "Do I really understand these ideas?" If not, reread the passage, paying careful attention to context clues to make sure you can figure out the meanings of unfamiliar words. Being mindful of whether or not you fully comprehend what you are reading involves monitoring your comprehension. Because you are restating what has been written, you can effectively monitor your comprehension through the technique of paraphrasing. Monitoring your comprehension is using metacognition—thinking about what you are thinking.

2. **Paraphrasing helps you understand subtle relationships between ideas in sentences.** If you rewrite a passage in your own words, you can more clearly see how the author arranges ideas and how these ideas fit together to express the author's thoughts.

3. **Paraphrasing helps you remember and learn the new information about which you are reading.** Because the brain requires both organized material and the repetition of the material to learn it—technically to solidify the new information in your long-term memory and, critically, to retrieve that information later when you need it—paraphrasing material is an effective study strategy. Keep in mind that when you paraphrase you are restating all the author's ideas in your own words. As a result, your paraphrase would be almost as long as the original reading. Paraphrasing as a study technique, then, is usually only helpful with shorter passages.

A good paraphrase represents an author's thoughts clearly and completely. A poor paraphrase is not clear or represents incomplete ideas. Imagine you had to paraphrase the passage on the following page.

www.EnglishPro.ir

Sunny Daze
by Amanda Shaffer

A fundamental question in sun science is why we go on basking like lizards despite the obvious risks. Researchers have long suspected a connection between UV exposure and natural "feel good" molecules called beta-endorphins, which are also released during exercise. But for years, the evidence was ambiguous, as some scientists looking for it failed to find an endorphin surge in peoples' blood following exposure to ultraviolet light.

Which of the following is the better paraphrase?

> A fundamental question in sun science is why we continue like lizards basking in the sun. There is a connection between UV exposure and beta-endorphins and tanning.

> In the article "Sunny Daze," by Amanda Shaffer, it is unclear why people tan despite known risks to health. Researchers have considered that there is some connection between tanning and brain chemicals like those created in exercising: beta-endorphins. But scientists have not yet made a connection between such chemicals and UV light exposure because there didn't seem to be an increase in endorphins in people's blood after tanning.

Both examples are retellings of the important ideas in the passage, but the second example is better. What are the differences between the two paraphrases? See how the second paraphrase is the same length as the original, but worded more simply? Notice that the paraphrase still uses key terms, such as *beta-endorphins, UV light,* and *endorphins.* Also, it references the author and the reading passage, which is important.

In the first paraphrase, the metaphor of the lizard is repeated. Is this necessary if the point is not so much to compare tanners to lizards as to reflect on why people continue to tan? Also, the wording is the same as the original—exact phrasing is not acceptable in paraphrasing as the goal is to put someone else's ideas into your own words. In addition, this paraphrase does not represent all the ideas in the passage: the link with endorphins and exercising is left out, as well as the research results that have not yet confirmed the presence of endorphins released after tanning.

When paraphrasing, you reword ideas rather than translate key terms. Also, you focus on all the supporting details in the original passage, expressing them in your own words. The benefit is that you can monitor your comprehension of a reading by trying to paraphrase it; if you cannot put it into your own words, you do not fully understand it. Later, as you become better at paraphrasing, you can put the author's ideas into your own words *in your head* instead of writing it down.

www.EnglishPro.ir

If you are using a paraphrase of an author's work in an essay or in any other work in class, make sure to give credit to the author of the original because the ideas are the author's, not your own. Claiming ideas that are not your own is called *plagiarism*, which is an ethical infraction that is treated seriously in college and can result in expulsion. To use a paraphrase of another's ideas, you should directly state the source of your ideas in your paraphrase. Alternatively, your instructors may outline footnote and endnote formats that you can also use to reference other people's ideas within a paper you write.

GOOD PARAPHRASE	POOR PARAPHRASE
• Is the same length as the original	• Is much shorter or longer than the original
• Uses key terms	• Does not use key terms
• References the author and title	• Does not reference the author and title
• Cuts out unnecessary information	• Includes unnecessary information
• Puts ideas into new wording that communicates the same point	• Consistently uses the same wording as the original (therefore doesn't paraphrase)
• Includes all the major and minor supporting details	• Excludes some major and minor details

QUICK TIPS HOW TO PARAPHRASE

To paraphrase a reading, follow these steps.

1. Read the original passage.
2. Without looking back at the original, try to formulate your rewording of the ideas.
3. Write down your paraphrase.
4. Go back and reread the original, checking to make sure the basic idea is the same.

Thinking It Through PARAPHRASING A READING

In this exercise you'll read more from the article that discusses whether or not the act of tanning is addictive. Determine the topic and pattern of this reading. Determining topic and pattern can help you paraphrase the important ideas.

Topic: _____

Pattern of organization: _____

www.EnglishPro.ir

If you said the topic is tanning and brain chemicals or tanning and addiction, you are correct. The author discusses the act of tanning and why people do it when it is unhealthy. People do it because it triggers the release of brain chemicals that are pleasant, so the act of tanning is repeated.

If you said that the overall pattern of organization is cause and effect, you are correct. What is the cause and what is the effect? _____

The cause is tanning. Tanning involves our bodies' exposure to ultraviolet (UV) rays. The effect is that our brain then releases "feel good" chemicals called endorphins that make us want to repeat the experience, despite the health risks inherent in tanning.

Now, read the first paragraph in the left column and then read the paraphrase of this paragraph in the right column.

Sunny Daze
by Amanda Schaffer

Is ultraviolet light addictive?

1 A fundamental question in sun science is why we go on basking like lizards despite the obvious risks. Researchers have long suspected a connection between UV exposure and natural "feel good" molecules called beta-endorphins, which are also released during exercise. But for years, the evidence was ambiguous, as some scientists looking for it failed to find an endorphin surge in peoples' blood following exposure to ultraviolet light.

Paraphrase of the paragraph

In her article "Sunny Daze," Amanda Schaffer investigates why people tan despite known risks to health. Researchers have considered that there is some connection between tanning and brain chemicals like those created in exercising: beta-endorphins. But scientists have not yet made a connection between such chemicals and UV light exposure because there didn't seem to be an increase in endorphins in people's blood after tanning.

On Your Own PARAPHRASING A READING

In your own words, paraphrase the last three paragraphs of "Sunny Daze." Write your paraphrase next to the original paragraph in the column provided. Then discuss your rewording of the paragraphs with a partner. Remember to make your paraphrase as clear as you can without using the author's original words. Follow the steps outlined in the Quick Tips.

(Continued)

www.EnglishPro.ir

2 Last year, however, the field warmed up, so to speak. Steven Feldman, a dermatologist at Wake Forest University, gave eight frequent tanners a drug called naltrexone, which blocks the body's opioid receptors. These are sites in the body and brain where endorphins, as well as drugs like morphine and codeine, may attach. Feldman found that on naltrexone, half of the frequent tanners showed signs of withdrawal, like nausea and jitteriness, whereas none of the infrequent tanners did. He argues that with their opioid receptors blocked, the tanners "were deprived of their UV fix," because they'd developed a chemical dependency on the light.

3 David Fisher of the Dana Farber Cancer Institute in Boston thinks there may be an evolutionary rationale for the sun's draw. Maybe the endorphin release offered an adaptive advantage by reducing the pain associated with sunburn, or encouraged people living at high latitudes to spend time in the sun and thus avoid vitamin D deficiency. This spring, Fisher and his colleagues happened on a molecular connection between UV light, tanning, and endorphin release. In a paper published in March in *Cell*, they reported that UV damage directly causes the production of beta-endorphs in in the skin.

4 No one knows exactly how this endorphin release might trigger chemical dependency—the molecules may or may not reach the bloodstream. But the door is now wide open to molecular sleuthing. Meanwhile, some

www.EnglishPro.ir

indoor-tanning fans are also touting the endorphin findings, since it seems to prove chemically that tanning feels terrific (even as it kills you).

Paraphrasing is a skill that you will develop through practice. It helps you fully understand the readings you encounter, often very complex, in college-level texts. It also helps move the new information into your long-term memory through repetition—aloud, silently, or in writing. With practice, the skill of paraphrasing will become more automatic. Until that point, it is a good idea to write down your paraphrase of a particularly difficult passage.

VOCABULARY STRATEGY

Identifying Prefixes and Suffixes

Just as you can determine the structure of a reading, you can also identify the structure of a word. Looking at word structure clues requires breaking the word that you don't know into parts. Your first strategy when figuring out words with which you are not familiar is to look at clues in surrounding information— context clues, as you learned in Chapter 1. Another strategy is to pay attention to the parts of the unknown word that may give you clues to understanding its meaning. You do not necessarily have to memorize lists of word parts to use this strategy. In fact, your very best chance at expanding your reading and speaking (and writing) vocabulary is to read! Most people who read for about a half hour each day for a year increase their vocabulary by over one thousand words.*

Word parts are called **affixes.** There are three parts of words you should be aware of:

- prefixes, which are at the beginning of words
- suffixes, which are at the end of words
- roots, which are in the middle of words

Not all words have all three of these parts. You'll learn more about root words in Chapter 3. In this chapter, you will learn to recognize the beginning and ends of words—prefixes and suffixes.

*Anderson, R. C., & Nagy, W. E. (1991). Word meanings. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research* (Vol. 2, pp. 690–724). Hillsdale, NJ: Lawrence Erlbaum.

www.EnglishPro.ir

Prefixes

Prefixes are the parts of words that come at the beginning of a word. When you encounter a word you do not recognize, look at surrounding words and sentences. Think about context clues and signal words that might help you make an educated guess. Next, look at the beginning of the word. Brainstorm other words that have the same beginning or prefix. For example, let's say you do not know the word *prefix* and it was in this sentence:

The prefix is found at the beginning of a word.

There is a context clue—an inference clue—here that *prefix* is somehow associated with *beginning*. To clarify the guess, think about other words you know that contain *pre: predict, presume, premeditate, prevent, prescribe.* What do all these words have in common? They all have to do with something coming before, such as *predict,* which means to state or make known in advance. *Presume* means to assume or take for granted.

I presume you want me to meet you at the usual time.

Premeditate means to plan before doing something.

Because he planned the crime in advance, he was charged with premeditated murder.

Prevent means to keep something from happening.

I wish I could prevent anything bad happening to my friend in Iraq.

Prescribe means to set down a rule, or to order a medicine or other treatment.

The doctor said, "I'll prescribe a medicine that will help clear up your cough."

Prefix, then, must mean a part of a word that is at the beginning or comes *before* other parts of a word.

TABLE 2.4 TWENTY MOST COMMON PREFIXES IN WRITTEN ENGLISH

Here is a list of the 20 most common prefixes used in written English. Can you think of other words that contain each prefix? Write your additions in the chart.

PREFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS PREFIX?
anti-	against	antidepressant anticlimax	
de-	opposite, away from	detoxify	
dis-*	not, opposite of	disease	

www.EnglishPro.ir

PREFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS PREFIX?
en-, em-	cause to	encode, empathy	
fore-	before	foreshadow	
in-, im-	in	intoxicate, imbibe	
in-, im-, il-, ir*	not	interminable, improbable, illegal, irrational	
inter-	between	intervention	
mid-	middle	midbrain	
mis-	wrongly	mistake	
non-	not	nonsense	
over-	above	overdose	
pre-	before	prescribe	
re-*	again	repetition	
semi-	half	semicircle	
sub-	under	submerge	
super-	above	superimpose	
trans-	across	transcript	
un-*	not	unprepared	
under-	below	underscore	

*Most frequent prefixes that account for 97% of prefixed words in printed school English.

www.EnglishPro.ir

While these most common prefixes are extremely useful to know because they account for 97 percent of prefixes you will encounter, below is a table of more prefixes used in college-level writing.

TABLE 2.5 COMMON PREFIXES

PREFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS PREFIX?
ab-, abs-, a-	apart, away from, not	abnormal, abduct, abrupt, amoral, asocial, atypical	
ad-	toward	adhere, administer, adjudicate	
ante-	before	antedate, anteroom, antecedent, anterior	
auto-	self	automatic, automaton, autobiography	
bi-	two	bipartisan, bisexual, biennial, binary	
con-, com-, co-	with	conform, commiserate, construct, compound, correlate, cohabit, cooperate	
dia-	across, through	diagonal, dialogue, diagnosis	
ego-	I, self	ego, egomaniac, egocentric	
ex-	out	exotic, exterior, extraneous, exoskeleton	
geo-	earth	geology, geography, geocentric, geomancy	
hetero-	mixed, unlike	heterogeneous, heterosexual, heterozygous	
homo-	same, alike	homogeneous, homogenized, homozygous, Homo sapiens	
poly-	many	polygamy, polymorphous	

www.EnglishPro.ir

PREFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS PREFIX?
post-	after	postscript (p.s.), postmortem	
pro-	before, in favor of	project, projectile	
syn-, sym-	together, with	synchronize, symphony, sympathy	
Numbers			
uno/uni/mono	one	uniform—one type monocle—one lens	
bi/di/duo	two	bisect—divided into two parts dual—two	
tri	three	tricycle—three wheels	
quad	four	quadrangle—four-sided shape	
quint	five	quintuplets—five babies at birth	
dec	ten	decade—ten years	
cent	hundred	centipede—one-hundred-legged	
milli	thousand	millennium—one thousand years	
poly	many	polygamy—the practice of having many spouses	

www.EnglishPro.ir

On Your Own USING PREFIXES TO ALTER THE MEANING OF A WORD

Using one of the prefixes in Tables 2.4 or 2.5 that negates a word (means "not"), convert the following words to their opposite. Use a dictionary to define the word. The first example is completed for you.

Advantage: *disadvantage: something that puts one in an unfavorable position or condition.*

1. moral: _____
2. finished: _____
3. partisan: _____
4. theist: _____
5. cipher: _____
6. literate: _____

Suffixes

Suffixes are the parts of words that come at the end of a word. Suffixes are useful to notice because they can indicate the part of speech of a word, like whether it is an adjective, noun, adverb, or verb. Look at these examples.

- Beautiful → The suffix *-ful* indicates an adjective form.
- Beautifully → The suffix *-ly* indicates that the word describes how an action was done, so *beautifully* is an adverb.

Notice how you can convert the following words to another part of speech using a different suffix.

- *Biology* (noun) can be converted to an adjective, a word that modifies a noun, using the suffix *-al* → *biological.*
- *Happy* (adjective) can be converted to a noun by adding the suffix *-ness* → *happiness.* By adding *-ly, happy* can be converted to an adverb → *happily.*
- *Intention* (noun) can be converted to an adverb by adding the suffix *ally* → *intentionally.*

www.EnglishPro.ir

TABLE 2.6 TWENTY MOST COMMON SUFFIXES IN WRITTEN ENGLISH

Here is a list of the 20 most common suffixes used in written English. Can you think of other words that contain each suffix? Write your additions in the chart.

SUFFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS SUFFIX?
-able, -ible	can be done	consumable, digestible,	
-al, -ial	having characteristics of	personal, partial	
-ed*	past tense of verbs	transformed	
-en	made of	sodden	
-er	comparative	stronger	
-er, -or	one who	learner, advisor	
-est	comparative	toughest	
-ful	full of	plentiful	
-ic	having characteristics of	enthusiastic	
-ing*	verb form, present participle	transforming	
-ion, -tion, -ation, -ition	act, process	opinion, attraction, duration, partition	
-ity, -ty	state of	mobility	
-ive, -ative, -itive	adjective form of a noun	passive, talkative, sensitive	
-less	without	careless	
-ly*	characteristic of	lively	
-ment	action or process	achievement	

(Continued)

www.EnglishPro.ir

SUFFIX	MEANING	EXAMPLE	WHAT OTHER WORDS DO YOU KNOW THAT USE THIS SUFFIX?
-ness	state of, condition of	readiness	
-ous, -eous, -ious	possessing the qualities of	porous, igneous, ambitious,	
-s, -es*	more than one	books, boxes	
-y	characterized by	sensory	

*Most frequent suffixes that account for 97% of suffixes in printed school English.

Not all words can be converted to all four parts of speech, but some can. For example:

to comprehend (infinitive verb)
comprehension (*ion* indicates noun)
comprehensible, comprehensive (adjective)
comprehensively (adverb)

On Your Own USING SUFFIXES TO ALTER THE PART OF SPEECH OF A WORD

Convert the following words to alternative parts of speech using suffixes. Convert each word to an adjective, a noun, an adverb, and a verb.

	ADJECTIVE	NOUN	ADVERB	VERB
1. attract				
2. abuse				
3. suggest				
4. create				
5. predict				

www.EnglishPro.ir

UNDERSTANDING GRAPHICS

Identifying Patterns and Supporting Details

Understanding patterns of organization and supporting details and seeing the relationship between ideas are vital to understanding graphics. After all, a graphic is made up of parts, and those parts suggest an overall point. In some graphics, the author tells what the overall point is. In most graphics, there is a title or topic and many supporting details or points (as in Figure 2.3), but the author doesn't come right out and tell the point of the graphic. You have to figure the point out by seeing the relationship between ideas.

Thinking It Through SEEING THE RELATIONSHIPS BETWEEN IDEAS IN GRAPHICS

Preview the graphic using the same steps as you would use to preview a reading. This graphic is a bar graph about substance use and teenagers' mental disorders. Look at it and then answer the four questions.

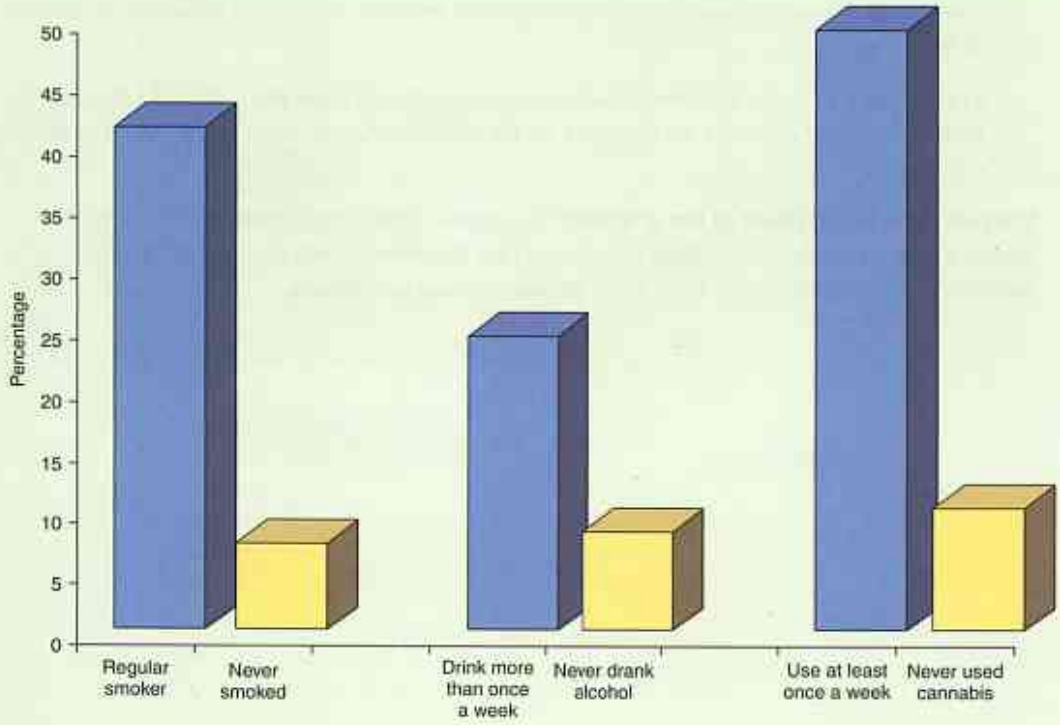


FIGURE 2.3

Mental Disorders Among Children Aged 11–15 by Smoking, Drinking, and Cannabis Use

(Continued)

www.EnglishPro.ir

What is the topic? _____

What is the pattern of organization? _____

What are the parts and how do they relate to one another (supporting details)? _____

_____

What is the overall point of the graphic? _____

What is the topic? *The topic is mental disorders among teenagers (11–15) by smoking, drinking, and cannabis use.*

What is the pattern of organization? *This graphic shows the differences between users and nonusers and mental disorders. The pattern is comparison and contrast.*

What are the parts and how do they relate to one another? *The yellow bars, which indicate teens who do not use substances, are significantly lower than the blue bars, which indicate substance users. You can see that this comparison is made in three areas.*

- *45 percent of teens who smoke cigarettes regularly have some type of mental disorder, as compared with teens who have never smoked, almost 10 percent of whom have some type of mental disorder.*
- *Twenty-five percent of teens who drink alcohol regularly (more than once a week) have some form of mental disorder as compared with less than 10 percent of teens who do not drink.*
- *Fifty percent of teens who smoke cannabis regularly (at least once a week) have some form of mental disorder as opposed to 10 percent of teens who have never smoked cannabis.*

What is the overall point of the graphic? *The author's most important point in this bar graph is that teenagers who abuse substances (use them frequently) have a far higher incidence of mental disorder than teens who do not use substances.*

www.EnglishPro.ir

On Your Own SEEING THE RELATIONSHIP BETWEEN IDEAS IN GRAPHICS

Look carefully at Table 2.7. Then answer the questions that follow it.

TABLE 2.7 PROGRESSIVE EFFECTS OF ALCOHOL

BLOOD ALCOHOL CONCENTRATION	CHANGES IN FEELINGS AND PERSONALITY	PHYSICAL AND MENTAL IMPAIRMENTS
0.01–0.06	Relaxation Sense of well-being Loss of inhibition Lowered alertness Joyous	Thought Judgment Coordination Concentration
0.06–0.10	Blunted feelings Disinhibition Extroversion Impaired sexual pleasure	Reflexes impaired Reasoning depth perception Distance acuity Peripheral vision Glare recovery
0.11–0.20	Over-expression Emotional swings Angry or sad Boisterous	Reaction time Gross motor control Staggering Slurred speech
0.21–0.29	Stupor Lose understanding Impaired sensations	Severe motor impairment Loss of consciousness Memory blackout
0.30–0.39	Severe depression Unconsciousness Death possible	Bladder function Breathing heart rate
> 0.40	Unconsciousness Death	Breathing Heart rate

(Continued)

www.EnglishPro.ir

1. What is the topic? _____
2. What is the pattern of organization? _____
3. What are the parts and how do they relate to one another (supporting details)? _____
_____
_____
4. What is the overall point of the graphic? _____
_____
_____

www.EnglishPro.ir

Applications

APPLICATION 1

This is an excerpt from an introductory psychology textbook. Remember to survey and preview the reading. Notice that the subheadings are already in question form. As you read, underline or note the transition words. You will apply what you have learned about recognizing patterns of organization and transition words. Also, you will apply your skills for using prefix and suffix clues to help with unknown words. At the end of the reading, answer the comprehension questions to reflect on the content of the reading and pull out key supporting details.

Is Marijuana Dangerous?

by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy

What is the topic of this reading?

What is the pattern of organization?

1 A large-scale study of U. S. teenagers indicated a dramatic rise in their use of marijuana from 1991 to 1996. Usage almost tripled among eighth-graders (from 4 to 11 percent) and more than doubled among tenth-graders (from 9 to 20 percent). During this same period, the number of students who believed that there is a "great risk" associated with using marijuana **declined** in about the same proportions though that decline has now leveled off. Regular marijuana use has remained steady at about 21 percent among U. S. high school students but has increased somewhat among college students. In one study, for example, the percentage of college students reporting marijuana use in the **previous** month was 17 percent in 2001, compared with 13 percent in 1993. Overall, it appears that about 3.1 million people in the United States have used marijuana on a daily or almost daily basis over a 12-month period. In response to these trends, U. S. government officials have condemned marijuana use as "dangerous, illegal, and wrong." Concern about the drug has also been voiced in many other countries.

What is the topic of paragraph 1?

What does the prefix *de-* indicate in *declined*?

What does the prefix *pre-* mean in *previous*?

What is the pattern of organization in paragraph 1? Go back and underline transition words that indicate the pattern.

2 At the same time, the medical community has been engaged in serious discussion about whether marijuana should be used for **medicinal** purposes, and in the United States and around the world many individuals and organizations continue to argue for the decriminalization of marijuana use. Those who support legalization of marijuana cite its medical benefits. Some doctors claim to have successfully used marijuana in the

What part of speech does the suffix *-al* indicate in *medicinal*?

www.EnglishPro.ir

What is the topic of paragraph 2?
What is the pattern of organization in this paragraph?
Go back and underline transition words that indicate the pattern.

treatment of problems such as asthma, glaucoma, epilepsy, chronic pain, and nausea from cancer chemotherapy. There is also evidence that marijuana can affect the immune system in ways that help fight some types of cancer. But some argue that medical legalization of marijuana is premature, because its medicinal value has not been clearly established (Bennet, 1994). They point out, too, that—even though patients may prefer marijuana-based drugs—other medications may be equally effective and less **dangerous**.

What Am I Being Asked to Believe or Accept?

What does the suffix *-ion* tell you about the part of speech of *disruption*?
What is the topic of paragraph 3?

What is the pattern of organization of paragraph 3?
Go back and underline transition words or clues that indicate the pattern.

3 Those who see marijuana as dangerous usually assert four beliefs: (1) that marijuana is addictive; (2) that it leads to the use of "hard drugs," such as heroin; (3) that marijuana intoxication endangers the user and other individuals; and (4) that long-term marijuana use leads to undesirable behavioral changes, **disruption** of brain functions, and other adverse effects on health.

What Evidence Is Available to Support the Assertion?

What does the suffix *-ness* tell you about the part of speech of *aggressiveness*?
What is the topic of paragraph 4?

What is the pattern of organization in paragraph 4?
Go back and underline transition words that indicate the pattern.

4 Without a doubt, some people do use marijuana to such an extent that it disrupts their lives. According to the criteria normally used to define alcohol abuse, these people are dependent on marijuana—at least psychologically. The question of physical dependence (addiction) is less clear, inasmuch as withdrawal from chronic marijuana use has long been thought not to produce any severe physical symptoms. However, some evidence of a mild withdrawal syndrome has been reported in rats. In humans, withdrawal from marijuana may be accompanied by increases in anxiety, depression, and **aggressiveness**. Other research has found that marijuana interacts with the same dopamine and opiate receptors as does heroin, implying that marijuana could be a "gateway drug" to the use of more addictive drugs.

5 Regardless of whether marijuana is addicting or leads to "harder drugs," it can create a number of problems. It disrupts memory formation, making it difficult to carry out complex tasks. And despite the fact that people may feel more creative while using marijuana, the drug appears to actually reduce creativity. Because marijuana affects muscle coordination, driving while under its influence is quite hazardous. **Compounding** the danger is the fact that motor impairment continues long after the obvious effects of the drug have worn off. In one study,

What does the prefix *com-* mean in *compounding*?

www.EnglishPro.ir

for example, pilots had difficulty landing a simulated aircraft even a full day after smoking one marijuana cigarette. As for marijuana's effects on intellectual and cognitive performance, long-term use can lead to lasting impairments in reasoning and memory. One study found that adults who frequently used marijuana scored lower on a twelfth-grade academic achievement test than did nonusers with the same IQs. Among long-term users, impairments in memory and attention can persist for years after their drug use has stopped. Heavy use of marijuana in teenagers has also been associated with the later appearance of anxiety, depression, and other mental disorders as severe as schizophrenia.

What is the topic of paragraph 5?

What is the pattern of organization in paragraph 5? Go back and underline transition words that indicate the pattern.

Are There Alternative Ways of Interpreting the Evidence?

6 Those who see marijuana as a harmless or even beneficial substance criticize studies such as those just mentioned as providing an inaccurate or incomplete picture of marijuana's effects. They argue, for example, that the same dopamine **receptors** activated by marijuana and heroin are also activated by sex and chocolate—and that few people would call for the criminalization of those pleasures. Moreover, the correlation between early marijuana use and later use of "hard drugs" could be due more to the people with whom marijuana users become involved than to any property of the drug itself.

What does the prefix *re-* mean in *receptors*?
What is the topic of paragraph 6?

What is the pattern of organization in paragraph 6? Go back and underline transition words that indicate the pattern.

7 The question of marijuana's long-term effects on memory and reasoning is also difficult to resolve, partly because studies of academic achievement scores and marijuana use tend to be correlational in nature. Cause and effect cannot easily be determined in such studies. Does marijuana use lead to poor academic performance, or does poor academic performance lead to increased marijuana use? Both possibilities are credible. The same can be said of the correlation between marijuana and mental disorder. Heavy use of marijuana could be a reaction to, or an early symptom of, mental disorder, not necessarily its cause.

What is the topic of paragraph 7?

What is the pattern of organization in paragraph 7? Go back and underline transition words that indicate the pattern.

What Additional Evidence Would Help to Evaluate the Alternatives?

8 We obviously need more **definitive** evidence about marijuana's short- and long-term effects, and it should be based on well-controlled experiments with large and representative samples of participants. Still, evaluating the meaning of even the best possible evidence will be difficult. The issues in the

What part of speech is suggested by the suffix *-ive* in *definitive*?

www.EnglishPro.ir

What is the topic of paragraph 8?

What is the pattern of organization in paragraph 8? Go back and underline transition words that indicate the pattern.

marijuana debate involve questions of degree and relative risk. For example, is the risk of marijuana dependence greater than that of alcohol dependence? And what about individual differences? Some people are at much greater risk than others for negative consequences from marijuana use. So far, however, we have not determined what personal characteristics account for these differences. Nor do we know why some people use marijuana only occasionally, whereas others use it so often and in such quantities that it seriously disrupts their ability to function. The physical and psychological factors underlying these differences have yet to be identified.

What Conclusions Are Most Reasonable?

What does the prefix il- mean in illegal?
What is the topic of paragraph 9?

What is the pattern of organization in paragraph 9? Go back and underline transition words that indicate the pattern.

9 Those who would decriminalize the use of marijuana argue that when marijuana was declared **illegal** in the United States in the 1930s, there was no evidence that it was any more harmful than alcohol or tobacco. Scientific evidence supports that claim, but more by illuminating the dangers of alcohol and tobacco than by declaring marijuana safe. In fact, although marijuana is less dangerous than, say, cocaine or heroin, it is by no means harmless. Marijuana easily reaches a developing fetus and should not be used by pregnant women; it suppresses some immune functions in humans; and marijuana smoke is as irritating to lungs as tobacco smoke. Further, because possession of marijuana is still a crime almost everywhere in the United States, as well as in many other countries throughout the world, it would be foolish to flaunt existing laws without regard for the legal consequences.

What does the prefix *en-* mean in *encouraged*?
What is the topic of paragraph 10?

What is the pattern of organization in paragraph 10? Go back and underline transition words that indicate the pattern.

10 However, in Canada, it is legal to grow and use marijuana for medicinal purposes, and despite federal laws to the contrary, the same is true in ten U. S. states. Although the American Medical Association has recently rejected the idea of medical uses for marijuana, scientists are intent on objectively studying its potential value in the treatment of certain diseases, as well as its dangers (or lack thereof). Their work is being **encouraged** by bodies such as the National Institute of Medicine, and drug companies are working to develop new cannabis-based medicines. The United Nations, too, has recommended that governments worldwide sponsor additional work on the medical uses of marijuana. Ultimately, the most reasonable conclusions about marijuana use must await the outcome of this research.

www.EnglishPro.ir

COMPREHENSION CHECK

Below are questions based on this reading requiring you to locate information, an important and fundamental skill in college-level reading. It is also a skill that you can do well on because you can verify your answers. To answer these questions, you need to go back to find the paragraph where the answer is directly stated.

1 In paragraph 1, the U. S. government stated that the use of marijuana was "dangerous, illegal, and wrong." Upon what evidence did they base their conclusion? _____

2 In paragraph 2, the author explores the pros and cons of using medical marijuana. Go back into the paragraph and create a chart listing all the supporting details both in favor of and against using medical marijuana.

IN FAVOR OF	AGAINST

3 List the four major supporting details in paragraph 3.

(1) _____

(2) _____

(3) _____

(4) _____

4 According to paragraph 4, what is the medical evidence that marijuana is addictive? (List the details.) _____

www.EnglishPro.ir

5 Paragraph 5 discusses the problems that marijuana use can create. How many major supporting points are included? Write them down. _____

6 What are the two counterarguments provided by those who oppose the argument that marijuana is dangerous as discussed in paragraph 6? _____

7 According to paragraph 7, is there incontrovertible, or definite, proof that marijuana has long-term effects on memory? Why or why not? _____

8 According to paragraph 8, what further research needs to be conducted on the potential connection of marijuana and long-term problems from its use? _____

9 Though some argue that marijuana is not dangerous, what are some complications with that argument as discussed in paragraph 9? _____

10 According to paragraph 10, what is the status of the development of medical marijuana in the United States? _____

www.EnglishPro.ir

APPLICATION 2

Here is an article about teen brains and alcohol.

1. Preview the whole article.
2. Determine the topic.
3. Determine the overall pattern.

Then, use the method for discovering the relationship between ideas discussed in this chapter. Indicate the author's thought process in each paragraph. What is he trying to say? Think about the pattern of organization used within each paragraph and how you would paraphrase the major ideas in the paragraph.

Alcohol and the Adolescent Brain

by Scott Swartzwelder

What is the overall topic?

What is the overall pattern of organization?

1 Not long ago, most people believed that the brain was virtually finished developing soon after birth, and that there was little change until aging occurred. However, the newest research shows that the brain continues to develop throughout childhood and adolescence until approximately age 20.

What is the topic of paragraph 1?

What is the pattern of organization?

What is the relationship between ideas?

2 The developing brain is different from the adult brain in its ability to change in response to experience. For example, the young brain appears to be "built to learn." This uniqueness of the adolescent brain creates great opportunities.

What is the topic of paragraph 2?

What is the pattern of organization?

What is the relationship between ideas?

3 However, there's a darker side. For 15 years, my laboratory group at the Duke University and Durham Veterans Administration Medical Centers has been examining the effects of alcohol on the brain. Our published research shows that the brain responds to alcohol differently during adolescence than during adulthood. In some ways alcohol is more powerful, while in other ways it's less powerful. These differences spell bad news when it comes to teen drinking and driving.

What is the topic of paragraph 3?

What is the pattern of organization?

What is the relationship between ideas?

4 In experiments studying brain circuits in rats, we compared the effects of alcohol on the function of a brain chemical that is critical for mental function. Alcohol impaired the sensitivity of the brain to this

What is the topic of paragraph 4?

What is the pattern of organization?

www.EnglishPro.ir

What is the relationship between ideas?

chemical much more in adolescents than in adults. In the adolescent brain, this activity was impaired by the equivalent of about one drink. When it comes to learning, adolescent animals were impaired by much lower doses of alcohol than adults.

What is the topic of paragraph 5?

What is the pattern of organization?

What is the relationship between ideas?

5 Our studies on people also produced striking results. Because of the 21 minimum drinking age law, we studied people ages 21–29. Alcohol impaired learning much more in 21–24-year-olds than in those just a few years older at 25–29. During young adulthood, alcohol is a very potent drug, and it interferes with memory formation. The effects might be even more striking in teens.

6 But the more we learned, the more interesting the findings became. Again, using animal models, we found that high doses of alcohol were much less sedative in adolescents than in adults. Adolescents were less likely to be put to sleep by alcohol; when they did go to sleep, they slept for much less time. Thus, alcohol may make adolescents less sleepy than adults. But this does not mean that it's safer for teens to drink and drive than for adults. The opposite probably is true. The adolescent may be able to drink more than an adult before becoming sleepy enough to stop, but meanwhile she is further impairing mental functions important for safe driving. Just because you can get behind the wheel doesn't mean you should. The brain functions that control sleepiness aren't the same ones that control judgment and decision making. A teen may stay awake enough to drive after drinking, but still make very bad decisions about how to drive or whether to drive in the first place.

What is the topic of paragraph 6?

What is the pattern of organization?

What is the relationship between ideas?

What is the topic of paragraph 7?

What is the pattern of organization?

What is the relationship between ideas?

7 Our teens need to know what the scientific research clearly suggests: that adolescents have exactly the wrong pattern of sensitivities to alcohol. It's not enough to tell young people "don't drink because we say so," and they won't accept scare tactics that aren't based on established facts. But a conversation about how unique their brains are could be lifesaving—for themselves and everyone else on our roads.

www.EnglishPro.ir

COMPREHENSION CHECK

1 Look back over your notes for each paragraph and write a paraphrase for each paragraph.

Paragraph 1 paraphrase:

Paragraph 2 paraphrase:

Paragraph 3 paraphrase:

Paragraph 4 paraphrase:

Paragraph 5 paraphrase:

Paragraph 6 paraphrase:

www.EnglishPro.ir

Paragraph 7 paraphrase:

_____

_____

_____

_____

_____

2 What is the impact of these new findings about the duration of the maturation process on the teenage brain on understanding the risks of alcohol use during the teenage years? _____

_____

_____

_____

_____

_____

_____

3 What surprising results did scientists uncover about how an adolescent brain reacts to alcohol as compared with a fully-matured brain in an adult? _____

_____

_____

4 Why are these research findings particularly alarming with regard to teenage driving while intoxicated? _____

_____

_____

_____

www.EnglishPro.ir

APPLICATION 3

This article is from the National Institute on Health–NIDA (National Institute on Drug Abuse). Preview the article as outlined in Chapter 1. Examine the relationships between ideas and apply vocabulary word part clues you have learned by responding to questions in the margins. As you read, underline transition words to identify the relationships between ideas. At the end of the reading, apply reading your graphics skills and answer the Comprehension Check questions.

Drugs and the Brain

Introducing the Human Brain

What is the overall topic of this reading?

What is the overall pattern of organization?

1 The human brain is the most complex organ in the body. This three-pound mass of gray and white matter sits at the center of all human activity—you need it to drive a car, to enjoy a meal, to breathe, to create an artistic masterpiece, and to enjoy everyday activities. In brief, the brain regulates your basic body functions; **enables** you to interpret and respond to everything you experience; and shapes your thoughts, emotions, and behavior.

What is the pattern of organization of this section?
What are the major supporting details?

What does the prefix *en-* mean in *enables*?

What is the pattern of organization of paragraph 1?

2 The brain is made up of many parts that all work together as a team. Different parts of the brain are responsible for coordinating and performing specific functions. Drugs can alter important brain areas that are necessary for life-sustaining functions and can drive the compulsive drug abuse that marks addiction. Brain areas affected by drug abuse.

- **The brain stem** controls basic functions critical to life, such as heart rate, breathing, and sleeping.
- **The limbic system** contains the brain's reward circuit—it links together a number of brain structures that control and regulate our ability to feel pleasure. Feeling pleasure motivates us to **repeat** behaviors such as eating—actions that are critical to our existence. The limbic system is activated when we perform these activities—and also by drugs of abuse. In addition, the limbic system is responsible for our perception of other emotions, both positive and negative, which explains the mood-altering properties of many drugs.

What does the prefix *re-* mean in *repeat*?

www.EnglishPro.ir

What part of speech does the suffix *-tions* indicate in *functions*?

- **The cerebral cortex** is divided into areas that control specific **functions.** Different areas process information from our senses, enabling us to see, feel, hear, and taste. The front part of the cortex, the frontal cortex or forebrain, is the thinking center of the brain; it powers our ability to think, plan, solve problems, and make decisions.

What is the topic of this section?

What is the pattern of organization of this section?

What are the major supporting details?

How Does the Brain Communicate?

3 The brain is a communications center consisting of billions of neurons, or nerve cells. Networks of neurons pass messages back and forth to different structures within the brain, the spinal column, and the peripheral nervous system. These nerve networks coordinate and regulate everything we feel, think, and do.

- **Neuron to Neuron** Each nerve cell in the brain sends and receives messages in the form of electrical impulses. Once a cell receives and processes a message, it sends it on to other neurons.
- **Neurotransmitters—The Brain's Chemical Messengers** The messages are carried between neurons by chemicals called **neurotransmitters.** (They transmit messages between neurons.)

What part of speech does the suffix in *neurotransmitters* indicate?

- **Receptors—The Brain's Chemical Receivers** The neurotransmitter attaches to a specialized site on the receiving cell called a receptor. A neurotransmitter and its receptor operate like a "key and lock," an exquisitely specific mechanism that ensures that each receptor will forward the appropriate message only after **interacting** with the right kind of neurotransmitter.

What does the prefix *inter-* mean in *interacting*?

What does the prefix *trans-* mean in *transporters*?

- **Transporters—The Brain's Chemical Recyclers** Located on the cell that releases the neurotransmitter, transporters recycle these neurotransmitters (i.e., bringing them back into the cell that released them), thereby shutting off the signal between neurons.

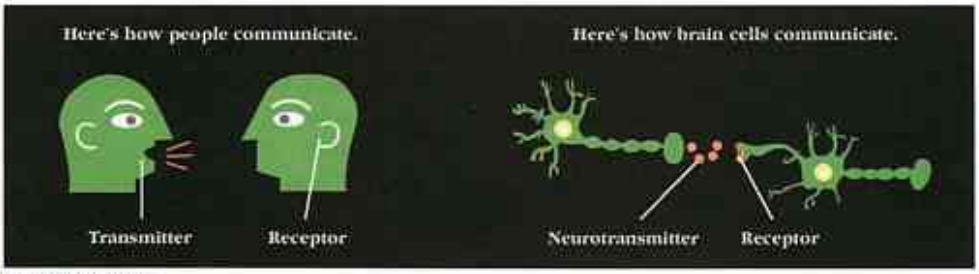
What is the topic of this section?

What is the pattern of organization of this section?

How Do Drugs Work in the Brain?

4 Drugs are chemicals. They work in the brain by tapping into the brain's communication system and interfering with the way nerve cells normally send, receive, and process information. Some drugs, such as marijuana and heroin, can activate neurons because their chemical structure mimics that of a natural neurotransmitter. This similarity

www.EnglishPro.ir



To send a message a brain cell releases a chemical (neurotransmitter) into the space separating two cells called the synapse. The neurotransmitter crosses the synapse and attaches to proteins (receptors) on the receiving brain cell. This causes changes in the receiving brain cell and the message is delivered.

Concept courtesy: B.K. Madras

National Institute on Drug Abuse/National Institutes of Health.

FIGURE 2.4

in structure "fools" receptors and allows the drugs to lock onto and activate the nerve cells. Although these drugs mimic brain chemicals, they don't activate nerve cells in the same way as a natural neurotransmitter, and they lead to **abnormal** messages being transmitted through the network.

What is the topic of Figure 2.4?

What is the pattern of organization?

5 Other drugs, such as amphetamine or cocaine, can cause the nerve cells to release abnormally large amounts of natural neurotransmitters or prevent the normal recycling of these brain chemicals. This disruption produces a greatly amplified message, ultimately disrupting communication channels. The difference in effect can be described as the difference between someone whispering into your ear and someone shouting into a microphone.

What is the relationship between ideas?

What does the prefix ab-mean in abnormal?

What are the major supporting details?

How Do Drugs Work in the Brain to Produce Pleasure?

6 All drugs of abuse directly or indirectly target the brain's reward system by flooding the circuit with dopamine. Dopamine is a neurotransmitter present in regions of the brain that regulate movement, emotion, cognition, motivation, and feelings of pleasure. The overstimulation of this system, which rewards our natural behaviors, produces the euphoric effects sought by people who abuse drugs and teaches them to repeat the behavior.

What is the topic of this section?

What is the pattern of organization of this section?

What are the major supporting details?

www.EnglishPro.ir

What is the topic of this section?

What is the pattern of organization of this section?
What are the major supporting details?

How Does Stimulation of the Brain's Pleasure Circuit Teach Us to Keep Taking Drugs?

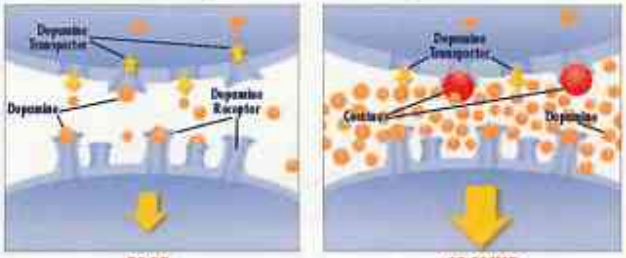
7 Our brains are wired to ensure that we will repeat life-sustaining activities by associating those activities with pleasure or reward. Whenever this reward circuit is activated, the brain notes that something important is happening that needs to be remembered, and teaches us to do it again and again, without thinking about it. Because drugs of abuse stimulate the same circuit, we learn to abuse drugs in the same way.

ALL DRUGS OF ABUSE TARGET THE BRAIN'S PLEASURE CENTER

Brain reward pathways

The brain circuit is important for natural rewards such as food, music, and art.

All drugs of abuse increase dopamine



Typically, dopamine increases in response to natural rewards such as food.
When cocaine is taken, dopamine increases are exaggerated, and communication is altered.

National Institute on Drug Abuse/National Institutes of Health.

COMPREHENSION CHECK

1 What is the function of these areas of the brain: the brain stem, the limbic system, and cerebral cortex?

_____

_____

_____

_____

_____

2 How are those areas affected by drug abuse? (Draw conclusions based on information in paragraph 2.)

_____

_____

www.EnglishPro.ir

3 What are the four steps in the brain's communication system? Draw a diagram to represent this process.

4 Paraphrase the section "How do drugs work in the brain?"

5 Study the graphic "All Drugs of Abuse Target the Brain's Pleasure Center," and answer the following questions.

What is the topic?

What is the pattern of organization?

What are the parts and how do they relate to one another?

What is the overall point of the graphic?

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Transition words	
Supporting details	
Major detail	
Minor detail	
Patterns of organization	
Simple listing	
Order of importance	
Chronological order	
Sequence or process order	
Spatial order	
Example/illustration or clarification	
Definition and example	

www.EnglishPro.ir

KEY TERM OR CONCEPT	YOUR NOTES
Description	
Division/classification	
Cause and effect	
Problem and solution	
Compare and contrast	
Mixed patterns	
Relationships between ideas	
Paraphrasing	

GROUP ACTIVITY: RESEARCH PRESENTATION

Use a search engine such as Alta Vista, Google, or Yahoo, to find additional information about one of the following topics. Present your findings to the class for group discussion. Follow this format for outlining your findings.

1. What was the topic of the site/research?
2. What were the key points?
3. What was the overall message?
4. What did you find most interesting?
5. How does this information relate to the other readings in the chapter?

Possible topics for further reading follow.

1. Substance abuse research
2. Substance abuse treatment
3. Brain development in adolescents

www.EnglishPro.ir

4. National trends in substance abuse prevention or use
5. Stress management techniques and causes and effects of stress
6. The history of illicit substances

REFLECTIVE JOURNAL QUESTIONS

1. Find a passage or subsection of about a half page in length from a text you are using in another course. Paraphrase this section using the strategies you learned in this chapter.
2. Find an example of three different types of patterns of organization from a text you are using for another course. How can recognizing each pattern help you improve your study strategies in that course?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a response to submit to your instructor.

1. What do you believe is the most significant reason people choose to overuse substances? What do you think accounts for such trends in our community?
2. Readings in this chapter are concerned with brain research and its relationship to addiction. Based on these readings, what do you think scientists ought to work on next?
3. What are the qualities needed for an individual to overcome excessive use of a substance? Choose three qualities (behaviors, techniques, or attitudes) that characterize a successful recovery from addiction. Support your answer with specific examples.

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

Trading for a High

by Carolyn Banta

An inside look at a "pharming party," the newest venue for teenage prescription-drug abuse

1 In the basement of a Cape Cod on a suburban street in northern New Jersey, a teenage boy turns to a friend and asks impatiently, "What did you get? I'll give you some of this"—indicating a bottle of Ritalin stuffed into the front pocket of his backpack—"for some of that

www.EnglishPro.ir

painkiller." As a rap song plays just loud enough not to disturb the neighbors, his friend eyes the bottle suspiciously. "Is this generic, or is it the good stuff?" he asks. Upstairs, several teens are sitting at the kitchen table listening to a girl who looks to be about 15 tell how she got the narcotic Oxycontin from the medicine cabinet at home. "It was left over," she says, "from my sister's wisdom-teeth surgery."

2 This isn't an ordinary party—it's a pharming party, a get-together arranged while parents are out so the kids can barter for their favorite prescription drugs. Pharming parties—or just "pharming" (from pharmaceuticals)—represent a growing trend among teenage drug abusers. While use of illegal substances like speed, heroin and pot has declined over the past decade, according to a report issued by Columbia University's National Center on Addiction and Substance Abuse (CASA), abuse of prescription drugs has increased sharply. CASA says about 2.3 million kids ages 12 to 17 took legal medications illegally in 2003, the latest year for which figures are available. That's three times the number in 1992, or about 1 out of every 10 teens. "It's a hidden epidemic," says Dr. Nicholas Pace, an internist at New York University Medical Center. "Parents don't want to admit there's a problem out there."

3 The problem isn't just that kids can easily become addicted to painkillers like Oxycontin or Vicodin, antianxiety medicines like Valium or Xanax, or attention-deficit-disorder drugs like Ritalin and Adderall. Taken without proper supervision, those medicines can send kids to the emergency room. They can lead to difficulty breathing, a drop or rapid increase in heart rate or trouble responding when driving a car, especially when the drugs are combined with alcohol, as they often are. Pain medications, which are also powerful nervous-system depressants, are particularly dangerous—and especially prized. "If I have something good, like Oxycontin, it might be worth two or three Xanax," says a 17-year-old pharming veteran who was one of more than a dozen guests (and one of the few girls) at the New Jersey party. "We rejoice when someone has a medical thing, like, gets their wisdom teeth out or has back pain, because we know we'll get pills. Last year I had gum surgery, and I thought, Well, at least I'll get painkillers."

4 Unfortunately, prescription drugs are often far easier to obtain than illegal ones. Some teenagers come by their pills legitimately but trade them for others, like painkillers, that hold more appeal because of their more potent high. Others order from shady Internet pharmacies where prescriptions aren't always required. Still others take advantage of the fact that neither doctors nor parents tend to think of prescription medications as drugs of abuse. That makes it a fairly easy proposition to fake or exaggerate symptoms in order to persuade physicians to write prescriptions, or to pillage medicine cabinets for pills left forgotten on shelves. "When adults and medical professionals treat medications casually," says Dr. Francis Hayden, director of the adolescent mental-health center at Mount Sinai Hospital in New York City, "we need not be surprised that adolescents are treating them casually."

5 Worse yet, many of these kids are abusing illegal drugs at the same time. According to the CASA report, about 75% of prescription-drug abusers are so-called polysubstance users who also take other drugs or drink—most of the New Jersey kids, for instance, were downing

(Continued)

www.EnglishPro.ir

their pills with Miller Lite. "My friend told me to save the painkillers for when I'm drinking or getting high," says the 17-year-old with a chuckle as she smokes her last cigarette and flings the empty pack into the backyard. She doesn't think of herself as an addict. But she recognizes the signs of addiction among her friends. "I know a lot of people who live by pills," she says. "They take a pill to wake them up, another pill to put them to sleep, one to make them hungry and another to stop the hunger. Pills can dictate your life—I've seen it."

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the topic of this article?

A. Teens and drug abuse
B. Teens and prescription drug use
C. Teens and the new frontier in drug use
D. Drug and alcohol use

2 What is the relationship between ideas in the following sentence?

"When adults and medical professionals treat medications casually," says Dr. Francis Hayden, director of the adolescent mental-health center at Mount Sinai Hospital in New York City, "we need not be surprised that adolescents are treating them casually."

A. Comparison and contrast
B. Sequence or process order
C. Definition and example
D. Cause and effect

3 What is the pattern of organization of paragraph 1?

A. Cause and effect
B. Definition and example
C. Simple listing
D. Chronological order

4 In the following sentence, what is the relationship between ideas?

While use of illegal substances like speed, heroin and pot has declined over the past decade, according to a report issued three weeks ago by Columbia University's National Center on Addiction and Substance Abuse (CASA), abuse of prescription drugs has increased sharply.

A. Comparison and contrast
B. Cause and effect
C. Definition
D. Sequence or process order

www.EnglishPro.ir

5 **In question 4, what transition word indicates the relationship between ideas?**

A. *According*
B. *While*
C. *Increased*
D. *Like*

6 **Considering the relationship between ideas, what is the important point of paragraph 2?**

A. Pharming parties, the abuse of prescription drugs, is a growing trend among teenagers.
B. The abuse of narcotics has gone down in the past few years.
C. While parents are out, teens do drugs.
D. Pharmaceutical drugs are easy to get by teens.

7 **Considering the relationship between ideas in the paragraph, what is the important point of paragraph 3?**

A. The problem is that drugs can be harmful.
B. Pain medications are especially dangerous when abused.
C. Painkillers, anti-anxiety medicines, and attention deficit disorder drugs are being abused.
D. The problem is not only that teenagers can easily get addicted to prescription drugs, but that without supervision, these drugs can be harmful.

8 **In the following sentence, what does the prefix *poly-* mean?**

According to the CASA report, about 75 percent of prescription-drug abusers are so-called polysubstance users who also take other drugs or drink . . .

A. Negative
B. Dangerous
C. Many
D. Before

9 **What is the important point of paragraph 5?**

A. Teens are starting to recognize the signs of addiction in friends.
B. Many of these kids are abusing illegal drugs at the same time they are abusing prescription drugs.
C. More and more teens know people who "live by pills."
D. Prescription drug abuse is being recognized by others.

10 **In the following sentence part, what do the two underlined prefixes mean?**

<u>pre</u>scription drugs are often far easier to obtain than <u>il</u>legal ones

A. Before and after
B. Before and not
C. Not and before
D. Not and not

www.EnglishPro.ir

UNIT 1

READING FOR STRUCTURE

THEME *The Brain: Memory, Learning, and Substance Use*

Textbook Application

This chapter is from a biological psychology textbook concerning psychological disorders: schizophrenia, mood disorders, anxiety disorders, autism, ADHD, and antisocial personality disorder.

You now have a foundation in applying reading strategies and assessing text structure and supporting points from your study of Chapters 1 and 2. At this point, you need to practice transferring these skills to real college textbook chapters. This is your goal as a successful college student. This may seem a daunting task, but you will find the content of this chapter to be interesting and not as hard as you may think. The trick is to look at the sections in the text logically and to use what you have learned.

Apply what you have learned about surveying and previewing a reading, identifying topic and patterns of organization, paraphrasing, and recognizing the relationships between ideas. Also apply your knowledge about recognizing patterns of organization and the relationship between ideas to visual aids in this chapter. In addition, use your knowledge of vocabulary context clues and prefixes as well as suffixes to increase your comprehension.

There are six major subsections in this chapter. The main patterns of organization used are definition and example, and cause and effect. There are also sections that use a sequence or process order and some that focus on comparison and/or contrast. Can you make an educated guess about the pattern of organization of a subsection from its heading?

1. Survey the chapter, paying special attention to the "Interim Summary" sections.
2. Take each section at a time, turning the headings into questions.
3. Read each section first, looking for the answers to the questions you created from the headings.
4. As you read, jot down major points that answer the question posed by your guide question in your notebook.
5. Circle any vocabulary that is unfamiliar and use context clues or prefix and suffix clues to help you make a guess as to the word's meaning.

Using the notes you created when you answered the guide questions posed from the subheadings and referring to the textbook chapter again, identify the following on a separate piece of paper for each subsection.

www.EnglishPro.ir

I. SCHIZOPHRENIA

A. Define schizophrenia.
B. Describe the major symptoms of schizophrenia.
C. List the causes of schizophrenia.
   1. genetic
   2. environmental
D. List treatments for schizophrenia and their advantages and disadvantages.

II. MOOD DISORDERS

A. Define the terms *mood disorder, major depressive disorder,* and *bipolar disorder.*
B. List the causes of major depression.
   1. genetics
   2. environmental factors
C. List the effects or symptoms for major depression.
D. List the treatments for major depression.
E. List the causes of bipolar disorder.
   1. genetics
   2. environmental factors
F. List the effects or symptoms for bipolar disorder.
G. Compare and contrast the characteristics of major depression and bipolar disorder.

III. ANXIETY DISORDERS

A. Define anxiety disorders, obsessive-compulsive disorder, panic disorder, and post-traumatic stress disorder.
B. List the causes of the following anxiety disorders:
   1. anxiety disorders in general
   2. obsessive-compulsive disorder
   3. panic disorder
   4. post-traumatic stress disorder
C. Describe the effects or symptoms of these anxiety disorders.
D. Explain the treatments for these anxiety disorders.
E. Compare and contrast the characteristics of general anxiety disorders, obsessive-compulsive disorder, panic disorder, and post-traumatic stress disorder.

IV. AUTISM

A. Define autism.
B. List the causes of autism.
C. List the effects or symptoms of autism.
D. List and explain the treatments for autism.

V. ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

A. Define attention deficit hyperactivity disorder.
B. List the causes of ADHD.

www.EnglishPro.ir

C. Explain the effects or symptoms of ADHD.
D. List the treatments for ADHD.

VI. ANTISOCIAL PERSONALITY DISORDER

A. Define antisocial personality disorder.
B. List the causes of antisocial personality disorder.
C. Describe the effects or symptoms of antisocial personality disorder.
D. List the treatments for antisocial personality disorder.

Now answer the Chapter Review Questions at the end of the chapter—your notes should be a helpful guide to answering these questions. Prepare for a quiz on this subject matter. You may use the notes you have created to answer the quiz questions. Following the quiz, your instructor will help you assess the strengths and weaknesses in your understanding of this textbook chapter.

www.EnglishPro.ir

CHAPTER 16

Psychological Disorders

Chapter Outline

Introduction
Schizophrenia
Genetics of Schizophrenia
Environmental Contributions to Schizophrenia
Treatment of Schizophrenia
INTERIM SUMMARY 16.1
Mood Disorders
Major Depressive Disorder
Bipolar Disorder
INTERIM SUMMARY 16.2
Anxiety Disorders
Obsessive-Compulsive Disorder
Panic Disorder
Posttraumatic Stress Disorder
Autism
Causes of Autism
Treatment of Autism
Attention Deficit/Hyperactivity Disorder
Genetics of ADHD
Treatment of ADHD
Antisocial Personality Disorder
Genetics of Antisocial Personality Disorder
Treatment of Antisocial Personality Disorder
INTERIM SUMMARY 16.3
Chapter Review
Thought Questions • Key Terms

Learning Objectives

After reading this chapter, you should be able to:

LO1 Describe the major symptoms of schizophrenia.

LO2 Summarize the possible causes and treatments of schizophrenia.

LO3 Compare and contrast the main features of major depressive disorder and bipolar disorder.

LO4 Summarize the possible causes and treatments of major depressive disorder and bipolar disorder.

LO5 Identify the main features of obsessive-compulsive disorder, panic disorder, and posttraumatic stress disorder.

LO6 Summarize the diagnostic criteria, possible causal factors, and treatments for autism.

LO7 Summarize the symptoms, possible causal factors, and treatments for attention deficit/hyperactivity disorder.

LO8 Identify the main features of antisocial personality disorder.

INTRODUCTION

Our understanding of psychological disorders has not been the most enlightened aspect of human history. With the exception of bright spots of knowledge in ancient Egypt and Greece, people have typically accounted for abnormal behavior with supernatural explanations. Medieval Europe experienced mass instances of "dance mania," in which individuals would move in unusual, uncontrollable ways that looked to observers like an odd dance. Their superstitious neighbors assumed that they were possessed and offered the

www.EnglishPro.ir

"cure" of being burned at the stake. We now suspect that some "dancers" suffered from Sydenham's chorea, which is a rare consequence of strep infections. As medical knowledge progressed, we gained a greater understanding of the underlying biological causes of disorders. However, even in the 1940s and 1950s, parents were blamed for causing disorders such as schizophrenia and autism through bad child-rearing practices. Today, we combine our understanding of the roles of both biology and experience to explain and treat **psychological disorders.**

In this chapter we will be discussing various disorders described in the fourth edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders,* or DSM-IV (American Psychiatric Association [APA], 2000). Approximately 26.2 percent of Americans over the age of 18 meet DSM criteria for a psychological disorder in any given year, with anxiety disorders and mood disorders being the most frequent (Kessler, Chiu, Demler, & Walters, 2005). Worldwide, numbers of people with psychological disorders are higher than in the United States because poverty, war, and other environmental factors contribute to increased prevalence (Kessler et al., 2007).

SCHIZOPHRENIA

When people think of psychological disorders, **schizophrenia** comes readily to mind. The film, *A Beautiful Mind*, portrayed the experiences of Nobel Prize-winning mathematician and schizophrenia patient John Nash. The word *schizophrenia* is Greek for "split mind," but this should not be confused with a condition characterized by multiple personalities, currently referred to as dissociative disorder. Instead, the split in schizophrenia represents a discrepancy between emotion and thought. Schizophrenia dramatically disrupts many of the basic capacities that are central to human experience—perception, reason, emotion, movement, and social engagement. DSM-IV criteria for schizophrenia specify the presence of **hallucinations** (false perceptions), **delusions** (unrealistic thoughts), disturbances of mood, and disorganized thinking (APA, 2000).

Symptoms of schizophrenia can be divided into categories of positive and negative symptoms. **Positive symptoms** of schizophrenia are behaviors that are not expected to occur normally, such as hallucinations and delusions. Instances of these behaviors are frequently referred to as "psychotic episodes." **Negative symptoms,** such as social withdrawal and mood disturbance, occur when normal and expected behaviors are missing. Healthy people are typically socially active and have moods that are appropriate to their situations, so the social withdrawal and disruptions in mood seen in schizophrenia represent the absence of normal behavior. Although the distinction between positive and negative symptoms may appear arbitrary, these symptoms appear to differ in their underlying causes and responses to treatment.

In 1911, Eugen Bleuler, who coined the term *schizophrenia*, argued that the condition actually represented a group of diseases rather than a single entity (Bleuler & Bleuler, 1986). A 15-year follow-up of people diagnosed with schizophrenia showed a variety of different outcomes over time (Wiersma, Nienhuis, Slooff, & Giel, 1998). About 12 percent recovered after a single psychotic episode and never had another. Another 30 percent or so experienced periodic psychotic episodes interspersed with times of relatively normal health. About one third experienced repeated and increasingly severe psychotic episodes. Another 11 percent experienced a single psychotic episode with no subsequent recovery. The variety of outcomes supports Bleuler's view of schizophrenia as a cluster of conditions as opposed to a single entity.

Schizophrenia strikes people of all nationalities at about the same rate—0.5 to 1 percent of the population (Shaner, Miller, & Mintz, 2004). Over 2.5 million Americans have been diagnosed with schizophrenia (McGuire, 2000). Most cases of schizophrenia are diagnosed for the first time in individuals between the ages of 18 and 25 years of age, although a sizable minority of cases appear for the first time after age 40 (Howard et al., 2000). Men and women are equally likely to develop schizophrenia (Robins & Regier, 1991).

Genetics of Schizophrenia

Substantial evidence exists for a genetic predisposition for schizophrenia. One method for establishing a genetic contribution for a disorder is to observe the **concordance rate,** or incidence of the disorder within

www.EnglishPro.ir

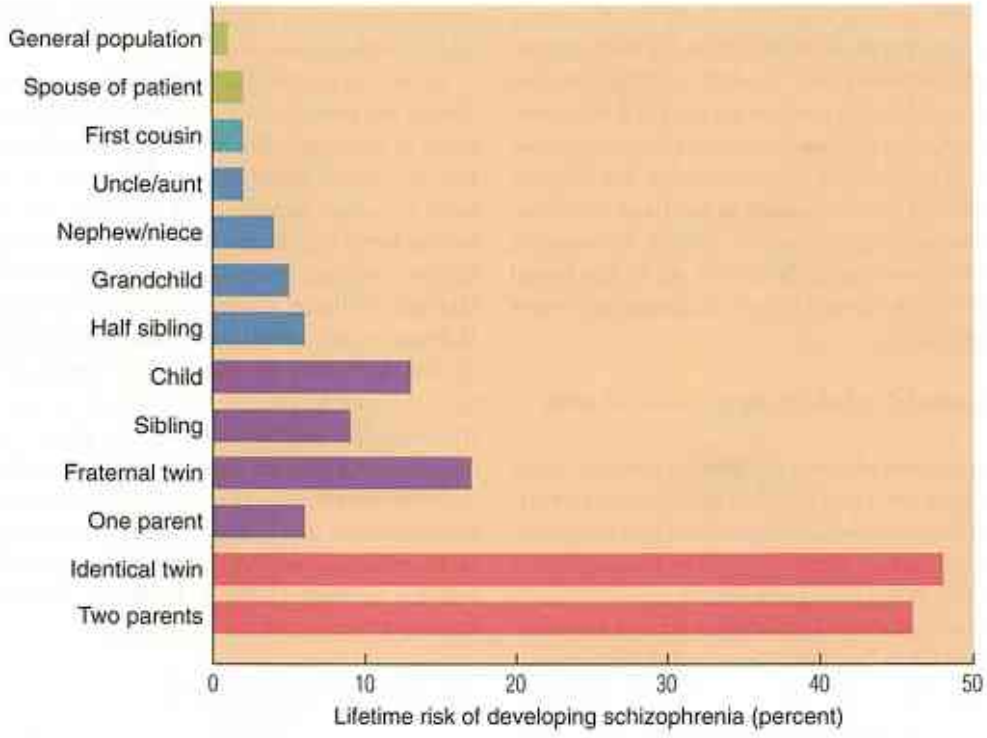


FIGURE 16.1

The Influence of Genetics on Schizophrenia

A person's odds of being diagnosed with schizophrenia increase when closely related family members have the disorder. The fact that the odds of your being diagnosed with schizophrenia increase if you marry a person with schizophrenia might reflect the tendency of people to be attracted to others who share some of their traits.
Source: Adapted from Gottesman (1991).

groups of closely related people, particularly twins. In schizophrenia, the concordance rate is about 50 percent in identical twins and about 17 percent in fraternal twins (Gottesman, 1991). As shown in ■ Figure 16.1, the odds that a person will develop schizophrenia increase as more closely related family members are diagnosed with the disorder. Results of adoption studies also support a large role for genetics in schizophrenia (Kety, Rosenthal, Wender, & Schulsinger, 1968). Genes are not the entire story, however, as shown by the case of the Genain sisters, identical quadruplets diagnosed with schizophrenia (DeLisi et al., 1984; Mirsky et al., 1984). Although all four sisters had schizophrenia, their outcomes differed substantially. One sister graduated from a two-year business college, married, and had two children, while her sisters' social functioning was described as "grossly inadequate."

The hunt to identify the genes responsible for schizophrenia is an active area of research. A large number of genes might function abnormally in the brains of people with schizophrenia (Owen, Craddock, & Jablensky, 2007; Mirnics, Middleton, Marquez, Lewis, & Levitt, 2000). Susceptibility genes for schizophrenia overlap with those implicated in bipolar disorder, a type of mood disorder we discuss in a later section (Owen, Craddock, & Jablensky, 2007). In one case of identical triplets, two were diagnosed with schizophrenia, whereas the third was diagnosed with bipolar disorder (McGuffin, Reveley, & Holland, 1982).

A majority of individuals with schizophrenia, as well as about 45 percent of their healthy family members, share an abnormality of eye movement that might serve as a useful genetic marker, or indicator of a genetic predisposition, to schizophrenia (Ettinger et al., 2004; Holzman, Levy, & Proctor, 1976). When we track a

www.EnglishPro.ir

moving object, such as a ball's trajectory during a game of tennis, our eyes make characteristic smooth-pursuit movements. For other tasks, such as reading, our eyes jump from one fixation point to the next in jerky movements known as **saccades.** Patients with schizophrenia and some of their family members show intrusions of saccades during smooth-pursuit tasks. These abnormal eye movements might represent deficits in executive cognitive functions, normally carried out by the frontal lobes, and in goal-related behavior in particular (Reuter & Kathmann, 2004).

Environmental Contributions to Schizophrenia

The fact that concordance rates among identical twins fall short of 100 percent points to a contribution by environmental factors in the development of schizophrenia. These environmental factors appear to interact with a genetic vulnerability for schizophrenia.

Rates of schizophrenia are somewhat higher in urban environments (Van Os, 2004). Some of this environmental influence may arise from poverty, poor nutrition, and the stress related to racism (Boydell et al., 2001; Boydell & Murray, 2003). Schizophrenia is five times more likely in lower than in middle or higher socioeconomic groups (Robins & Regier, 1991), although it is not clear how much of this effect is causal and how much reflects the inability of people with schizophrenia to remain employed. Another possible explanation is that living in an urban environment raises the likelihood of using marijuana, which in turn appears to interact with an individual's genetic predisposition to psychosis (Fergusson, Horwood, & Ridder, 2005; Henquet et al., 2005). Marijuana use might represent the efforts of an individual to self-medicate for schizophrenia, but it has also been shown to be used more frequently by those with the disorder who experience relapses of psychotic symptoms (Linszen, 1994).

Prenatal environmental factors might play a role in the development of schizophrenia. The eventual development of schizophrenia in offspring is correlated with mothers' difficulties during pregnancy (bleeding and diabetes), abnormal fetal development (low birth weight and small head circumference), and birth complications (emergency caesarean section, lack of oxygen) (Cannon, Jones, & Murray, 2002). Either the experience of a difficult birth triggers schizophrenia or infants vulnerable to schizophrenia possess characteristics that predispose them to difficult prenatal and birth processes.

A mother's exposure to famine or viral infection during her pregnancy can contribute to the development of schizophrenia in her offspring (Brown, 2006; Kyle & Pichard, 2006; Penner & Brown, 2007). People born between January and April (in the northern hemisphere) are slightly more likely than people born in other seasons to be diagnosed with schizophrenia (Davies, Welham, Chant, Torrey, & McGrath, 2003; Hultman et al., 1999). One explanation might be that during the winter flu season, their pregnant mothers were exposed to viruses, especially in colder climates (Cannon, Kendell, Susser, & Jones, 2003). Additional evidence of a role for viral infection in schizophrenia is the observation that people recently diagnosed with schizophrenia have higher levels of viral enzymes in their brains and cerebrospinal fluid (CSF) than healthy controls (Yolken, Karlsson, Yee, Johnston-Wilson, & Torrey, 2000).

Treatment of Schizophrenia

Prior to the 1950s, effective treatment for schizophrenia was virtually nonexistent. Treatment for schizophrenia was revolutionized with the discovery of the typical antipsychotics in the 1950s. The first of these to be used were the phenothiazines, including **chlorpromazine** (Thorazine). French surgeon Henri Laborit was so impressed by the calming effects of phenothiazines on his surgical patients that he encouraged his colleagues in psychiatry to experiment with the drugs for treating psychosis. Subsequent research led to the discovery that phenothiazines were effective in treating the symptoms of schizophrenia. Typical antipsychotics primarily benefit patients with schizophrenia by reducing positive symptoms. Negative symptoms, such as social withdrawal and emotional disturbances, do not appear to respond much to these medications (Carpenter, Conley, Buchanan, Breier, & Tamminga, 1995). However, the discovery of the typical antipsychotics allowed many patients, who previously required institutionalization, to resume relatively normal lives. As shown in ■ Figure 16.2, the introduction of typical antipsychotics in the 1950s coincided with a dramatic reduction in the number of mental patients who were institutionalized.

Unfortunately, the typical antipsychotics are not specific in their choice of target. They block dopamine

www.EnglishPro.ir

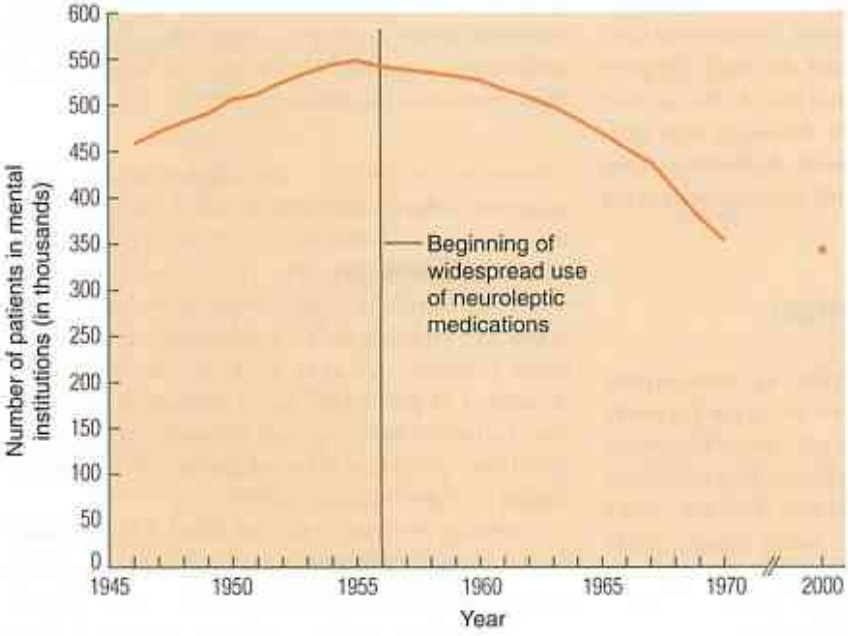


FIGURE 16.2

The Introduction of Typical Antipsychotic Medications Reduced the Number of Institutionalized Patients

The introduction of typical antipsychotic medications in the 1950s coincided with a rapid reduction in the number of people living in mental institutions.

Source: Adapted from Julien (1995)

receptors in multiple systems, including those controlling movement. **Tardive dyskinesia** is a common and troubling side effect of these drugs. (*Tardive* refers to "slow," and *dyskinesia* means "difficulty moving.") Patients with tardive dyskinesia experience tremors and involuntary movements, especially in the face and tongue. Even when medication is discontinued, movement difficulties often persist permanently.

Because of the serious side effects associated with typical antipsychotics, along with the lack of response in some patients, more than half of all patients today are treated with newer atypical antipsychotic medications such as olanzapine, clozapine, and rispiridone (Meltzer, 2000). As mentioned earlier, clozapine has a stronger effect on serotonin receptors than on dopamine receptors. An advantage of these newer medications is a reduction in negative symptoms, as well as in positive symptoms, in some patients (Rivas-Vazquez, Blais, Rey, & Rivas-Vazquez, 2000). However, these newer medications are not necessarily safer than the typical antipsychotics. They produce weight gain and diabetes in many patients and still carry the risk of producing tardive dyskinesia (Haddad & Dursun, 2008; Henderson, 2008). Side effects of medication can be avoided in most cases with careful monitoring, but many patients receive poor medication management, indicated by doses above the recommended range and failure to adjust doses based on observed behaviors (Young, Sullivan, Burnam, & Brook, 1998).

In addition to medication, psychosocial rehabilitation can be helpful in cases of schizophrenia. Much to the embarrassment of Western medical practitioners, the World Health Organization (WHO) published research suggesting that patients with schizophrenia in developing countries, such as Nigeria, India, and Columbia, were recovering more frequently than patients in wealthier countries, such as the United States and European nations (Sartorius et al., 1986). Improved outcomes occur when patients are given work and social skills training, education about schizophrenia and the importance of medication, affordable housing linked to services, and information about symptom management. Unfortunately, only about 10 percent of patients with schizophrenia in the United States receive any treatment other than medication (McGuire, 2000).

MOOD DISORDERS

The DSM-IV recognizes two types of mood disorder: **major depressive disorder (MDD)** and **bipolar disorder.** In major depressive disorder, individuals

www.EnglishPro.ir

experience lengthy, uninterrupted periods of depressed mood and loss of pleasure in their normal activities. In bipolar disorder, the individual alternates between periods of unrealistically elevated mood (mania) and periods of profound depression. Although both variants share the experience of severe depression, these are two separate disorders with unique underlying causes.

Major Depressive Disorder (MDD)

The DSM-IV defines major depressive episodes as periods of pervasive sadness that last for at least 2 weeks (APA, 2000). In addition, people with major depressive disorder often withdraw from activities they previously found rewarding, including hobbies and sex. Major depressive disorder also affects eating habits, energy levels, sleep, and cognition. People report difficulty concentrating and often experience thoughts of hopelessness, guilt, worthlessness, and suicide.

Major depressive disorder has been referred to as "the common cold of psychopathology," reflecting the high frequency of its occurrence compared to other types of psychological disorder. MDD affects approximately 16.2 percent of Americans at some point in their lifetimes (Kessler et al., 2003). Depression recurs in about 35 percent of cases and is chronic and unremitting in about 15 percent of cases (Eaton et al., 2008). Most patients with recurring forms of depression experience five or six lifetime episodes (Birmaher et al., 1996).

Prior to adolescence, rates of MDD for boys and girls are approximately equal. However, rates for boys and girls begin to diverge between ages 13 and 15 (Hankin et al., 1998; Nolen-Hoeksema & Girgus, 1994). As shown in ■ Figure 16.3, adult women are nearly twice as likely as men to be diagnosed with MDD (Culbertson, 1997; Broquet, 1999; Kessler et al., 2003). This discrepancy between rates of depression in men and women has been observed independent of demographic factors such as race and ethnicity, social class, and country of residence (Strickland, 1992), suggesting a biological basis. A number of mood disturbances appear to be either caused or made worse by changes in female hormones, including premenstrual syndrome (PMS), premenstrual dysphoric disorder (PMDD), postpartum depression, and mood disturbances experienced by women undergoing menopause (Rapkin, Mikacich, Moatakef-Imani, & Rasgon, 2002). Many of the same medications used for MDD appear to be effective for these conditions (Steiner et al., 2003).

Genetics of Depression Genes appear to play a moderate role in the development of MDD. Based on analyses of twins, the heritability of depression appears to be around 33 percent (Kendler, Gatz, Gardner, & Pedersen, 2006; Wurtman, 2005). Adoption studies also support a role for genes in the development of depression (Shih, Belmonte, & Zandi, 2004; Wender et al., 1986). A number of genes have been implicated in depression, including those involved with serotonin reuptake (Wurtman, 2005) and the clock genes that regulate circadian rhythms (McClung, 2007).

Assessing the heritability of MDD is complicated by the strong interactions observed between genetic predispositions and environmental factors in this disorder. Variations in the serotonin transporter gene, which comes in both long and short forms, do not by themselves predict the development of MDD. However, among individuals who experience stressful life events, those with one or two copies of the short form of the gene were much more likely to develop depression than those with two copies of the long form (Caspi et al., 2003). In the absence of stressful life events, having a short copy is not sufficient to cause depression.

Environmental Factors and Depression As with schizophrenia, prenatal events might contribute to a vulnerability to mood disorder. Mothers who were in their third trimester of pregnancy during a famine known as the "Dutch Hunger Winter" of 1944–1945 not only gave birth to more offspring with schizophrenia, but were also more likely to give birth to individuals who subsequently required hospitalization for major mood disorders (Brown, van Os, Driessens, Hoek, & Susser, 2000).

Stress often serves as a trigger for depressive episodes. Stader and Hokanson (1998) asked participants to list daily stressors, such as having an argument with a friend. These self-reports were then correlated with the participants' moods. Depressive episodes were often preceded by significant stressors. Stress might lead to depression by leading to a larger and prolonged release of cortisol, particularly in people with short versions

www.EnglishPro.ir

INTERIM SUMMARY 16.1

Summary Table: Comparison of Positive and Negative Symptoms of Schizophrenia

Type of Symptom	Examples
Positive	• Hallucinations • Delusions • Disorganized speech • Disorganized behavior
Negative	• Mood disturbance • Social withdrawal

Summary Points

1. Schizophrenia is a disorder characterized by the presence of hallucinations, delusions, disorganized thinking, social withdrawal, and mood disturbances. **(LO1)**
2. A genetic vulnerability to schizophrenia appears to interact with a variety of environmental factors, including birth complications, prenatal exposure to viruses, marijuana use, and stress, to produce symptoms of the disorder. **(LO2)**
3. Schizophrenia is usually treated with medication, although psychosocial rehabilitation is also quite useful. **(LO2)**

Review Question

1. What are the advantages and disadvantages of the use of medications to treat schizophrenia?

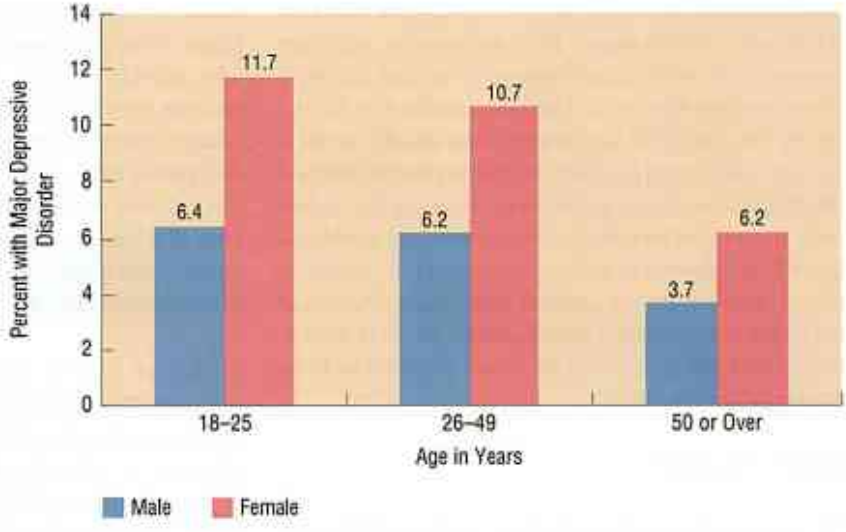


FIGURE 16.3

Sex Differences in Rates of Depression

Women are more likely than men to be diagnosed with depression. During 2006, nearly twice as many women as men were diagnosed with major depressive disorder.

of the serotonin transporter gene discussed previously (Gotlib, Joormann, Minor, & Hallmayer, 2008).

Treatment of Depression Treatment for major depressive disorder takes a number of pathways. The most common route is the prescription of some type of antidepressant medication, particularly an SSRI. Effective antidepressant medications appear to share the ability to stimulate neurogenesis in the hippocampus (Perera et al., 2007). In animal studies, drugs that block neurogenesis also prevent the therapeutic effects of antidepressants (ibid.).

Only about 30–35 percent of patients with MDD treated with SSRIs meet criteria for complete remission,

www.EnglishPro.ir

leading to the need to find alternate or complementary therapies (Trivedi et al., 2006). Blumenthal et al. (1999) reported that a brisk 30-minute walk or jog three times a week produced the same relief from major depression as typical treatment with antidepressant medications. Research assessing the impact of exercise in conjunction with more traditional therapies is currently underway (Trivedi et al., 2006). Cognitive-behavioral therapy, combining behavioral, cognitive, and self-control therapies, appears to be about as effective as antidepressant therapy alone. A combination of antidepressant and cognitive-behavioral therapy typically produces the best long-term outcomes for patients with depression (Broquet, 1999).

Electroconvulsive shock therapy (ECT), can produce significant relief for depressed patients who do not respond to medication (UK ECT Group, 2003). In ECT, the patient is anesthetized and given a muscle relaxant while seizures are induced by electricity applied through electrodes on the head. Six to twelve treatments are given, typically at a rate of three per week. Although the exact mode of action for ECT remains unknown, the procedure does appear to affect responsiveness to dopamine and norepinephrine. In addition, like antidepressant medications, ECT appears to stimulate neurogenesis in the hippocampus (Perera et al., 2007). Largely due to the way ECT was depicted in Ken Kesey's novel, *One Flew Over the Cuckoo's Nest*, and the movie of the same title, many people have a highly negative view of the procedure. Some patients undergoing the procedure have experienced associated memory problems, but the procedure is generally considered as safe as minor surgery under general anesthesia (American Psychiatric Association [APA], 2003). There is no evidence that the procedure produces permanent brain damage (Weiner, 1984).

Bipolar Disorder

Bipolar disorder is characterized by alternating cycles of depression and mania. **Mania** consists of "a distinct period of abnormally and persistently elevated, expansive, and/or irritable mood, lasting at least one week (or any duration if hospitalization is necessary)" (APA, 2000, p. 357). Further symptoms include inflated self-esteem, decreased need for sleep, higher-than-normal verbal output, flight of ideas, distractibility, increased goal-directed activity, and excessive involvement in pleasure-seeking activities. In the depressive cycle of bipolar disorder, the symptoms are the same as those found in major depressive disorder (APA, 2000).

Bipolar disorder is much less common than major depressive disorder. Between 0.4 and 1.2 percent of the population are thought to experience bipolar disorder, as compared with the estimated 10 to 20 percent experiencing major depressive disorder (Lewinsohn, Klein, & Seeley, 1995). Unlike major depressive disorder, males and females are equally likely to be diagnosed with bipolar disorder. Prior to puberty, bipolar diagnoses are very rare, but prevalence approaches adult rates during adolescence (American Academy of Child and Adolescent Psychiatry [AACAP], 1997; Geller & Luby, 1997).

Bipolar disorder has been linked to enhanced creativity. Kay Jamison (1993) argues that artists are at greater risk for bipolar disorder than other people, and she includes the poet William Blake, composers Handel and Mahler, and visual artists Michelangelo and van Gogh on her list of people whose behavior might fit the profile of bipolar disorder. Many noted actors and actresses, including Carrie Fisher (*Star Wars*) and Vivien Leigh (*Gone With the Wind*), have been formally diagnosed with bipolar disorder. A controlled study comparing patients with bipolar disorder, patients with MDD, and healthy controls participating in creative or noncreative disciplines lends some support to these observations. The patients with bipolar disorder scored similarly on tests of creativity to the healthy controls in creative disciplines and higher than either those with MDD or controls in noncreative disciplines (Santosa et al., 2007).

Causes of Bipolar Disorder Genes appear to play a more significant role in bipolar disorder than in major depressive disorder. Concordance rates among identical twins are often reported to be as high as 85 percent, in contrast to the 30–40 percent usually observed in major depressive disorder (Kieseppä, Partonen, Haukka, Kaprio, & Lönnqvist, 2004). Adoption studies also support a powerful role of genetics in the development of bipolar disorder (Taylor, Faraone, & Tsuang, 2002).

It is assumed that multiple genes are responsible for bipolar disorder. Researchers are especially interested in cases in which schizophrenia and bipolar disorder affect members of the same families (Hattori et al.,

www.EnglishPro.ir

2003). These conditions involve a number of similar symptoms, possibly caused by the same genes. In spite of the differences between major depressive disorder and bipolar disorder, these disorders also share some common genes. Among families of patients with major depressive disorder, bipolar disorder is 3 to 4 times more common than among families without any psychopathology (Dubovsky & Buzan, 1999).

Among the many possible environmental factors that interact with susceptibility genes for bipolar disorder is diet. Dietary omega-3 fatty acids, generally found in fish, might provide some protection from bipolar disorder (Noaghiul & Hibbeln, 2003). As shown in ■ Figure 16.4, prevalence rates for bipolar disorder are highest in countries where fish is rarely consumed (such as Germany) and lowest in countries where fish is an important diet staple (such as Iceland). However, attempts to improve symptoms in patients with bipolar disorder or MDD with omega-3 supplementation have produced mixed results (Stahl, Begg, Weisinger, & Sinclair, 2008).

ANXIETY DISORDERS

As many as 30 percent of all Americans experience one or more anxiety disorders during their lifetimes (Kessler, Chiu, Demler, & Walters, 2005). Anxiety disorders take many forms, but all share the core element of anxiety, a strong negative emotion arising from the anticipation of danger (Barlow, 1988). Under normal circumstances, a reasonable amount of anxiety is a good thing. Without sufficient anxiety, we might spend far too much money with our credit cards or engage in risky sexual practices. When anxiety becomes overwhelming and unrealistic, however, we cross the line into disordered behavior.

Twin and adoption studies support a genetic predisposition for anxiety disorders in general (Andrews, Steward, Allen, & Henderson, 1990). However, the specific type of anxiety disorder will vary among family members. In other words, a vulnerability to anxiety disorder appears to be inherited, but related people will not necessarily experience the same type of anxiety

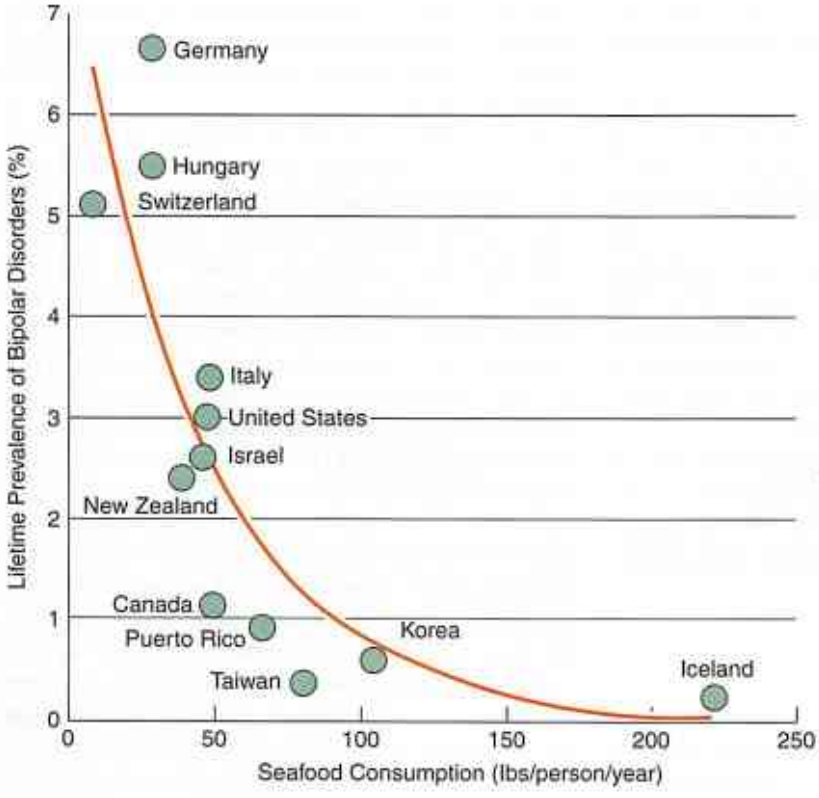


FIGURE 16.4

Diet May Influence the Prevalence of Bipolar Disorder

Nations with heavy seafood consumption, such as Iceland, have lower rates of bipolar disorder than nations where seafood consumption is less typical, such as Switzerland and Hungary. Omega-3 fatty acids have been suggested as a possible protective factor, but further research is needed to confirm a causal relationship.

Source: Noaghiul & Hibbeln (2003)

www.EnglishPro.ir

INTERIM SUMMARY 16.2

Summary Points

1. Major depressive disorder is characterized by a constant state of depressed mood and loss of pleasure in normally enjoyable activities, whereas bipolar disorder involves dramatic shifts from manic states to periods of profound depression. **(LO3)**
2. Genes appear to play a role in both major depressive disorder and bipolar disorder, but the genetic influence on bipolar disorder appears to be the stronger. **(LO4)**
3. Major depressive disorder is treated with medication, cognitive-behavioral therapy, or ECT. Increased aerobic activity is also quite helpful. Bipolar disorder is treated primarily with medication. **(LO4)**

Review Question

1. What are the major similarities and differences between major depressive disorder and bipolar disorder?

disorder (DiLalla, Kagan, & Reznick, 1994). Families in which anxiety disorders are common are also more likely to have members with major depressive disorder because these disorders appear to share an underlying genetic basis (Weissman, Warner, Wickramaratne, Moreau, & Olfson, 1997).

Treatment for anxiety disorders typically combines medication with cognitive-behavioral therapy to help the person learn to manage reactions to anxiety-producing stimuli. The most commonly prescribed medications include SSRIs, buspirone (a serotonin agonist), tricyclic antidepressants, and benzodiazepines (American Psychiatric Association [APA], 2006; Velosa & Riddle, 2000). An improved understanding of the biochemical basis of the fear circuits involved in anxiety might lead to more effective medications (Garakani, Mathew, & Charney, 2006).

Of the various types of anxiety disorders, we will focus our discussion on obsessive-compulsive disorder, panic disorder, and posttraumatic stress disorder because these raise especially interesting and representative biological questions.

Obsessive-Compulsive Disorder

Individuals with **obsessive-compulsive disorder (OCD)** are haunted by repetitive, intrusive thoughts **(obsessions)**, the need to carry out repetitive behaviors **(compulsions)** such as hand washing or counting objects, or both. The person realizes that the obsessions and compulsions are unrealistic and excessive but is unable to inhibit these thoughts and behaviors. The obsessions and compulsions can be so frequent and disruptive that normal activities are impaired. Approximately 2–3 percent of the American public experiences OCD (APA, 2000).

Typical obsessions include thoughts of germs and disease, fear for the safety of the self or others, symmetry, and religious or moral concerns. Common compulsions include washing, checking, touching, counting, and arranging. Compulsions appear to be efforts to ward off the anxiety produced by the obsessions. For example, people obsessed with germs and disease often compulsively wash their hands hundreds of times per day. OCD often features exaggerations of normal behaviors, including the use of ritual to deal with stress, territoriality, and grooming (Rapoport, 1989). The checking behavior of patients with OCD, in which a person might check door and window locks repeatedly, might be an extreme version of the normal pre-sleep routines of our hunter-gatherer ancestors. The idea that OCD represents exaggerations of natural behavior is supported by observations of similar problems in other species. Dogs occasionally develop an exaggerated grooming version of OCD, in which they repeatedly lick and chew their front paws to the point of causing extensive tissue damage. This behavior can be managed with the same medications used to treat OCD in humans (Seksel & Lindeman, 2001).

www.EnglishPro.ir

Evidence for a genetic basis for OCD is indicated by the substantial concordance rates (63–87 percent) found in monozygotic twins (Menzies et al., 2008). However, as was the case with depression, it is likely that significant gene–environment interactions occur in OCD (Grisham, Anderson, & Sachdev, 2008). Symptoms of OCD can arise following head trauma, encephalitis, and seizure disorder. Birth complications and streptococcal infections have also been implicated in the development of OCD in young children (Swedo et al., 1997).

OCD is typically treated with antidepressant medications and SSRIs in particular (Soomro, Altman, Rajagopal, & Oakley-Browne, 2008). The most severe cases of OCD occur in patients with the lowest serotonin levels (Piacentini & Graae, 1997), making serotonin function a logical target for treatment. Medication is not the only effective treatment available to reduce OCD symptoms. Not only is behavioral therapy effective in some cases of OCD, but it also produces some of the same changes in the basal ganglia as are observed during treatment with medication (Baxter et al., 1992). Other patients experience relief from severe OCD symptoms through the use of deep brain stimulation of the basal ganglia (Guehl et al., 2008).

Panic Disorder

In a **panic attack,** a person experiences "intense fear or discomfort" accompanied by strong sympathetic arousal leading to heart palpitations, sweating, trembling, and shortness of breath (APA, 2000, p. 432). Once again, we see an anxiety disorder that represents an exaggeration of normal behavior, in this case, the fight-or-flight response. **Panic disorder** is diagnosed when repeated panic attacks are followed by at least one month of worrying about having another attack. Single panic attacks are relatively common, with one quarter to one third of college students reporting experiencing one attack in the previous year (Asmundson & Norton, 1993). Panic disorder is much less common than single panic attacks, affecting between 2 and 3 percent of the population (Kessler et al., 2007). About half of all patients with panic disorder also suffer from depression or a second type of anxiety disorder (Kearney, Albano, Eisen, Allan, & Barlow, 1997).

Treatment for panic disorder generally consists of either antidepressant medication, cognitive-behavioral therapy, or a combination of the two (van Apeldoorn et al., 2008).

Posttraumatic Stress Disorder

Posttraumatic stress disorder (PTSD) is the current term for a condition that was known previously as "shell shock" or "battle fatigue." Combat experience is a common trigger for PTSD, but exposure to natural disasters, accidents, assaults, and abuse can also result in the disorder. In PTSD, people exposed to trauma experience recurrent dreams about the traumatic event, unusually vivid and intrusive memories (flashbacks) of the incident, avoidance of stimuli associated with the trauma, hyperarousal, high levels of vigilance, and impairment in daily functioning (APA, 2000).

PTSD usually affects between 3 and 4 percent of American adults in a given year (Kessler et al., 2007), although more than 12 percent of lower Manhattan residents developed the disorder as a consequence of the terrorist attacks of 9/11 (DiGrande et al., 2008). Twice as many women as men develop PTSD. Children appear more vulnerable than adults, with 25 percent of children as opposed to 15 percent of their parents developing PTSD following automobile accidents in which they suffer injuries (de Vries et al., 1999). Combat continues to be one of the most common experiences related to the development of PTSD. About 16 percent of soldiers who have served in Iraq show symptoms of PTSD (Hoge, Terhakopian, Castro, Messer, & Engel, 2007).

Treatment for PTSD typically consists of cognitive-behavioral therapy with or without antianxiety or antidepressant medication. Newer therapies might prevent PTSD from developing at all. Propranolol, which blocks the effects of glucocorticoids in the brain, might prevent PTSD when administered immediately following a traumatic event (Pitman & Delahanty, 2005; Pitman et al., 2002).

AUTISM

The word *autism* literally means "within oneself." According to the DSM-IV, **autism** is characterized by deficits in three behavioral domains: communication, social relatedness, and normal range of interests (APA, 2000). Autism is frequently described as a spectrum of disorders because the severity of the observed deficits

www.EnglishPro.ir

and the course of the disorder can vary widely from individual to individual. A few children make relatively normal adjustments, but 30–60 percent will be mentally retarded (Amaral, Schumann, & Nordahl, 2008). A small number of individuals with autism exhibit savant behaviors, or particular behaviors that are far superior to the person's overall level of functioning. Most children with autism show evidence of the disorder within the first 18 months of life, whereas 25–40 percent develop normally until about the age of 18–24 months, when they begin to regress (Werner & Dawson, 2005). It is possible that these two time courses represent different sets of causal factors, although the behavioral outcomes are indistinguishable.

Recent estimates suggest that about 6.7 people out of 1,000 have autism spectrum disorders (Centers for Disease Control [CDC], 2007), but rates appear to be rising (Merrick, Kandel, & Morad, 2004). Rates of autism in California increased 273 percent between 1987 and 1998 (Shute, 2000). It is unclear whether this rate increase reflects a genuine rise in the incidence of the disorder or a relaxation of diagnostic criteria (Barbaresi, Katusic, Colligan, Weaver, & Jacobsen, 2005). Boys with autism outnumber girls by at least 3 to 1 and possibly by as much as 5 to 1 (Centers for Disease Control [CDC], 2007).

Causes of Autism

There is strong evidence from family and twin studies that autism is influenced by genetics (Le Couteur et al., 1996). Studies of identical twins suggest that the concordance rate for autism is at least 90 percent and possibly even more (Yang & Gill, 2007). Genes that seem most likely to participate in autism are involved with the regulation of brain development (Yang & Gill, 2007). Given the diverse and complex systems of behavior affected by autism, such as sociability and language, it should come as no surprise to learn that no single gene has been shown to contribute to a person's susceptibility to autism. Instead, general tendencies managed by large pools of genes are likely to be involved. For example, people with autism are much more likely to have relatives who are engineers and scientists, whose thinking is highly systematic, than relatives who are artists and poets, whose thinking can be characterized as more emotional and empathic (Baron-Cohen & Belmonte, 2005).

Genetic predispositions for autism likely interact with multiple environmental factors (Happe, Ronald, & Plomin, 2006). Among the environmental factors of concern is exposure to mercury. Although the trace amounts of mercury found in childhood vaccines between 1989 and 2002 has been shown to play no part in the development of autism (Schechter & Grether, 2008), county-by-county rates of autism in Texas and California correlate with industrial mercury emissions (Palmer, 2005). Mercury is just one of a number of dietary and other environmental factors that suppress maternal thyroid levels. In animal models, suppression of maternal thyroid for as little as three days results in changes in the brain architecture of offspring that is similar to that found in autism (Román, 2007).

Treatment of Autism

Autism is usually treated with intensive, early-childhood learning experiences provided during most of the child's waking hours (Newsom, 1998). For the small minority of high-functioning children who already have some spontaneous language ability, this aggressive intervention can produce nearly normal functioning (Smith & Lovaas, 1998).

ATTENTION DEFICIT/HYPERACTIVITY DISORDER

Attention deficit/hyperactivity disorder (ADHD) has been diagnosed in 7–8 percent of American schoolchildren (Centers for Disease Control [CDC], 2005) and continues to affect approximately 4 percent of adults (Kessler et al., 2007). Symptoms of ADHD include inattentiveness, impulsivity, and hyperactivity (APA, 2000).

Accurate diagnosis of ADHD is challenging because many of the criteria for the disorder seem to involve very normal behaviors. For instance, the criteria include "often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)" (APA, 2000, p. 92). The criteria do specify that these behaviors must be "maladaptive" and "inconsistent with developmental level." Nonetheless, it's easy to see how normal child behavior might be mistaken for ADHD. Angold, Erkanli, Egger, and Costello (2000) found that more than half of the children in a large sample who

www.EnglishPro.ir

were prescribed stimulant medications for ADHD did not meet even relaxed diagnostic criteria for the disorder.

Genetics of ADHD

Twin studies and adoption studies support a significant role for genetics in ADHD (Barkley, 1996). The heritability of ADHD has been estimated to be 80 percent or possibly higher (Tannock, 1998; Faraone & Biederman, 1998). The mechanism for this genetic influence is currently unknown, and it is very likely that multiple genes are involved. Dopaminergic systems are a logical place for researchers to look. Brain structures consistently implicated in ADHD, such as the basal ganglia and prefrontal cortex, are rich in dopaminergic neurons. Traditional medications used for ADHD, which include **methylphenidate (Ritalin)**, **dextroamphetamine (Dexedrine** or **Dextrostat)**, and mixed amphetamine salts (**Adderall**), are known dopamine agonists. Research has therefore focused on genes associated with dopamine, including dopamine transporter genes (Gill, Daly, Heron, Hawi, & Fitzgerald, 1997) and dopamine receptor genes (Ebstein et al., 1996).

Although genetic influences on ADHD are substantial, environmental factors alone or in conjunction with susceptibility genes contribute to the prevalence of the disorder. Among environmental risk factors for ADHD are lead contamination, low birth weight, and prenatal exposure to tobacco, alcohol, and other drugs (Banerjee, Middleton, & Faraone, 2007).

Treatment of ADHD

Today, children with a diagnosis of ADHD are treated primarily with medication, either alone or in combination with behavioral therapy. The use of medication for ADHD in the United States, which is five times greater than in any other nation, has been the subject of considerable criticism. Nonetheless, medication has a substantial benefit for the majority of children with ADHD (Barkley, 1995; Swanson, McBurnett, Christian, & Wigal, 1995). A large treatment outcome study found that a combination of individually tailored doses of medication in conjunction with behavioral therapy was the most effective treatment approach (Hoza, Waschbusch, Pelham, Molina, & Milich, 2000).

ANTISOCIAL PERSONALITY DISORDER

Antisocial behavior, or the deliberate harming of others, continues to plague human societies at great cost. Many of those who exhibit such behavior meet the DSM-IV criteria for **antisocial personality disorder (APD)**, which is characterized by "a pervasive pattern of disregard for and violation of the rights of others" (APA, 2000, p. 706). Approximately 3 percent of men and 1 percent of women meet the criteria for APD (ibid.).

Although APD and **psychopathy** are often used interchangeably, this practice has led to significant confusion. The DSM-IV definition of APD is based more on a criminal lifestyle and antisocial behavior, whereas psychopathy refers more to personality characteristics than to any specific behaviors (Ogloff, 2006). Psychopaths typically lack guilt, empathy, and normal emotional responses while callously using others to achieve their personal goals (Hare, 1993). Not all criminals are psychopaths, nor are all psychopaths criminals. Between 50 and 80 percent of prison inmates could be diagnosed with APD, but only 15 percent appear to be psychopaths (ibid.). Many psychopaths manage to avoid the criminal system altogether. Widom (1978, p. 72) was able to attract a large number of noncriminal, antisocial participants by placing a newspaper ad calling for "charming, aggressive, carefree people who are impulsively irresponsible but are good at handling people and at looking after number one."

Genetics of Antisocial Personality Disorder

The confusion over the classification of people engaged in antisocial behavior complicates the search for susceptibility genes. In addition, as was the case with depression, antisocial personality disorder shows complex interactions between genes and environment. Criminal behavior definitely seems to run in families (Moffitt, 2005). However, determining whether genetics or learning is responsible for this finding requires careful analysis.

In one study, the extent of child maltreatment, a known risk factor for later antisocial behavior, interacted with a single gene, *MAOA* (Caspi et al., 2002). Variations in the *MAOA* gene had been implicated in aggression in studies with animals. However, variations in the *MAOA* gene do not by themselves predict human antisocial

www.EnglishPro.ir

behavior (Moffitt, 2005). It was only when gene-environment interactions were examined that the variations in the *MAOA* gene had significant effects. Eighty-five percent of the boys with the low-activity version of the *MAOA* gene who experienced severe maltreatment later engaged in some forms of antisocial behavior. In contrast, males with the higher activity version of the *MAOA* gene were not likely to engage in antisocial behavior, even when exposed to severe maltreatment.

Using assessments that target the emotional aspects of psychopathy, as opposed to observations of antisocial behavior, twin studies have indicated substantial heritability (.46 to .67) for psychopathic traits such as fearless dominance, impulsive antisociality, and callousness (Blair, Peschardt, Budhani, Mitchell, & Pine, 2006). These results suggest relatively little environmental influence on the core characteristics of psychopathy. Although child maltreatment appears to interact with genetic predispositions in producing criminal behavior, it is unlikely to produce the emotional "flattening" that characterizes the psychopath (Blair et al., 2006).

Treatment of Antisocial Personality Disorder

Existing treatment programs for violent offenders are frequently based on learning models that emphasize anger control, social skills, and moral reasoning (Goldstein, Glick, & Gibbs, 1998). These models appear modestly effective in reducing antisocial behaviors among children and youth, but they do not appear to have much effect on individuals with psychopathy (Hornsveld, Nijman, Hollin, & Kraaimaat, 2008). Psychopathy requires additional training in "character formation" (Salmon, 2004). However, many nations view criminal psychopathy as untreatable and rely on incarceration to protect the public.

INTERIM SUMMARY 16.3

Summary Points

1. Anxiety disorders share a core element of unrealistic and counterproductive anxiety. **(LO5)**
2. Autism is heavily influenced by genetics. Early, intense behavioral intervention is the typical treatment for autism. **(LO6)**
3. Attention deficit/hyperactivity disorder (ADHD) is characterized by short attention span and high levels of motor activity. ADHD is typically treated with stimulant medication. **(LO7)**
4. Antisocial behavior is carried out by a heterogeneous population, some of whom are more influenced by environmental factors and others whose behavior reflects psychopathy. **(LO8)**

Review Question

1. What controversies surround the use of medication to treat ADHD?

CHAPTER REVIEW QUESTIONS

1. How do the concordance rates for criminality differ from the rates we see in schizophrenia, mood disorders, and autism? What do these rates tell us about the contribution of genes and the environment to the development of these disorders?
2. What parallels do you see between major depressive disorder and the anxiety disorders in terms of genetics?
3. Which of the disorders discussed in this chapter are influenced by gender? Why do you think this is the case?

www.EnglishPro.ir

KEY TERMS

Adderall A combination of amphetamine salts prescribed to treat attention deficit/hyperactivity disorder.

antisocial personality disorder (APD) A personality disorder diagnosed in adults, characterized by a failure to conform to social and legal codes of behavior and the violation of the rights of others.

attention deficit/hyperactivity disorder (ADHD) A disorder first diagnosed in childhood, characterized by inattention, hyperactivity, or both.

autism (AW-tizm) A severe lifetime disorder characterized by impairments in social interaction, range of interests, and communication.

bipolar disorder A mood disorder characterized by alternating cycles of mania and depression.

Chlorpromazine (klor-PROE-muh-zeen) A commonly prescribed dopamine antagonist, also known as Thorazine.

compulsion An irresistible, repeated, impulse to perform an action; characteristic of obsessive-compulsive disorder.

concordance rate The statistical probability that one individual will share a trait with another individual, typically a twin or other related person.

delusion A false belief or opinion that is strongly held in spite of conclusive, contradictory evidence.

dextroamphetamine (Dexedrine or **Dextrostat) (decks-troh-am-FET-uh-meen)** A dopamine agonist used to treat some cases of attention deficit/hyperactivity disorder.

electroconvulsive shock therapy (ECT) A treatment of mood disorders in which convulsions are produced by the passage of an electric current through the brain event, and heightened arousal.

hallucination A false or distorted perception of objects or events. Impairment, mood disturbance, and social withdrawal.

major depressive disorder (MDD) A disorder in which intense feelings of sadness, hopelessness, and worthlessness persist a minimum of two weeks.

mania An emotional state characterized by abnormally elevated, expansive, or irritable mood.

methylphenidate (Ritalin) (meth-ill-FEN-i-date) A close relative of amphetamine that is prescribed to treat attention deficit/hyperactivity disorder.

negative symptom A normal and expected behavior that is absent due to schizophrenia.

obsession An intrusive thought, feeling, or emotion with which a person is preoccupied; characteristic of obsessive-compulsive disorder.

obsessive-compulsive disorder (OCD) An anxiety disorder characterized by repetitive, intrusive thoughts and the need to engage in certain behaviors to control anxiety.

panic attack The experience of intense feelings of impending doom and the need to escape accompanied by strong sympathetic arousal, including heart palpitations, sweating, trembling, and shortness of breath.

panic disorder A condition characterized by repeated panic attacks and worries about having panic attacks.

positive symptom An abnormal behavior, such as hallucination and delusion, that does not occur in healthy individuals but occurs in people with schizophrenia.

posttraumatic stress disorder (PTSD) An anxiety disorder arising in response to an extremely stressful event, characterized by intrusive memories, recurrent dreams, avoidance of stimuli associated with the stressful

psychological disorder An unusual pattern of thinking, feeling, and behaving that is harmful to the self or to others.

psychopathy A condition characterized by an abnormal lack of remorse and empathy, often leading to the exploitation of others to meet personal goals.

saccade (suh-KAHD) The rapid eye movement that occurs when an individual is visually tracking a moving stimulus.

schizophrenia A group of disorders characterized by hallucination, delusion, cognitive

tardive dyskinesia (TAR-div diss-kin-EE-zhuh) A chronic disorder, characterized by involuntary, jerky movements, that occurs as the result of long-term treatment with antipsychotic medications.

www.EnglishPro.ir

READING FOR MAIN IDEAS

THEME *Communication and Conflict Across Cultures*

UNIT 2

Index Stock Imagery/PhotoLibrary

CHAPTER 3 Understanding Explicit Main Ideas
THEME *Communication across Gender and Culture*
Communication, Gender Studies, Anthropology

CHAPTER 4 Understanding Implied Main Ideas
THEME *Group Behavior*
English (poetry, short fiction, non-fiction essay, journalism), Social Science, History

UNIT 2 Textbook Application
Marvin Perry, J. Wayne Baker, Pamela Pfeiffer Hollinger, Chapter 24, "World War I and Its Aftermath: The Last Generation and the Jazz Age" from *The Humanities in the Western Tradition*

www.EnglishPro.ir

CHAPTER

3

UNDERSTANDING EXPLICIT MAIN IDEAS

WHY DO YOU NEED TO KNOW THIS?

While this whole chapter is about finding explicit main ideas, did you know that you have already begun to develop this skill in previous chapters? Now that you have learned about patterns in writing in the macrocosm and microcosm, you are ready to zero in on the author's most important point. Recognizing main ideas is a complex skill that develops with practice. In class discussions based on a particular reading or readings as well as in the workplace, accurately identifying the main point of what you read is vital: if you had to make one statement about a reading, the main idea statement would be the one to make. In any given reading, in all disciplines, a successful college student must answer this question: What is the author's most important point about the topic?

When you communicate with other people, have you ever been surprised that they do not see things as you do? Being aware of someone's main idea in a conversation is the foundation for good communication as a student, employee, friend, or acquaintance. We all have had the experience of our good intentions being misunderstood; sometimes the main point in a conversation is misunderstood or not efficiently communicated. In Chapter 3, you will turn your attention away from your own brain and how it works and consider how other people think and react when communicating with each other. Others may think differently from you for a variety of reasons. To be an educated and informed global citizen, it is necessary to know something about other people and places. Even if you have not traveled far from home, learning about how other people think impacts how you view the world. How do those different from us think? With the knowledge that people do think differently because of cultural or even gender influences, how can you use this information to become a better student, a better employee, and a better citizen?

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- To identify the author's purpose in a reading
- To understand and locate an author's directly stated main idea

A STUDY STRATEGY

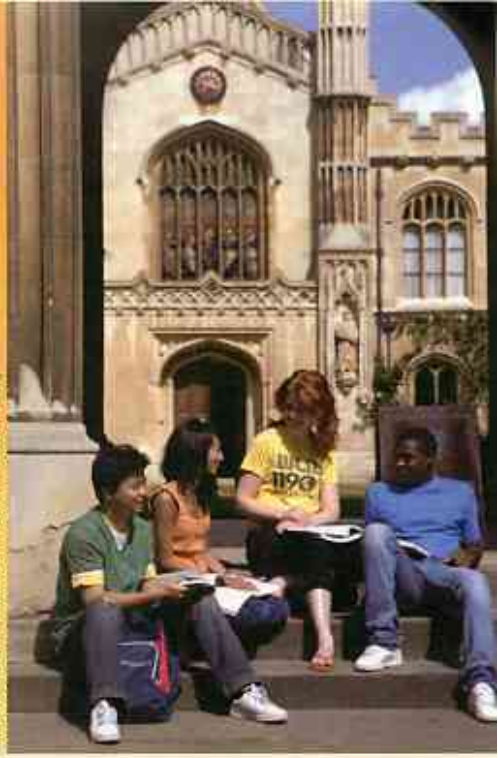
- Summarizing to express the author's main idea and major details

A VOCABULARY STRATEGY

- Identifying common root words

TO UNDERSTAND GRAPHICS

- Identifying the main idea in visuals aids



Eric Nathan/Britain on View/PhotoLibrary

"A WORLD COMMUNITY CAN EXIST ONLY WITH WORLD COMMUNICATION, WHICH MEANS SOMETHING MORE THAN EXTENSIVE SHORT-WAVE FACILITIES SCATTERED ABOUT THE GLOBE. IT MEANS COMMON UNDERSTANDING, A COMMON TRADITION, COMMON IDEAS, AND COMMON IDEALS."

ROBERT M. HUTCHINS
American University President, (1899–1977)

CHECK YOUR PRIOR KNOWLEDGE

Jot down some ideas about communication challenges between genders and among different cultures. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

The Differences Between Boys and Girls . . . at the Office

by Marjory Weinstein

1 It turns out your problems communicating with those of the opposite gender don't end at the kitchen table or on that bad blind date. It happens in the office, too, and all the time. Connie Glaser, the Atlanta-based speaker and author of the upcoming *Gender Talk Works (If You Do It Right): 7 Steps for Cracking the Gender Code at Work*, says corporate miscommunications between the sexes may abound but there's hope.

2 Since discussion about gender differences is rife with controversy, a better way to look at it, Glaser says, is through the lens of culture. Each gender is a culture unto itself, one that comes with certain norms and standards that can be misunderstood by those of the opposite sex.

3 To that effect, Glaser cites what happened when a mass e-mail led to a mass settlement for Chevron about a decade ago. The story concerns a mass e-mail proclaiming "25 Reasons Beer Is Better Than Women." The e-mail wasn't so funny to four female employees who filed a suit that cost Chevron $2.5 million, Glaser says, but "in the male culture, this was just off-handed humor, and whoever initiated it probably didn't see anything offensive about it."

4 The differences in how men and women sometimes interpret humor can even affect how each chooses to exert power at work. While a man might casually chide a fellow co-worker at the coffee machine about something he said at a meeting, a woman, Glaser says, generally wouldn't think of doing that. "In the female culture, the relationship, the connectedness, the rapport is ultimately the most important thing," she explains. "That's what really gives women their base of power and influence. In the male culture, the sense of hierarchy and status is much more important, so you see that kind of joking around to establish a kind of status among themselves. With females, you don't see that—you see an effort to flatten [the hierarchy] out."

5 Communication is the source of many gender-related workplace differences. According to Glaser, a group of women may be more likely to change the topic of conversation to include a male co-worker who has just joined them as a way of making sure he feels included. Women often will hold back in meetings as well, for fear of interrupting.

6 To ensure men and women under your corporate roof understand where one another is coming from, Glaser suggests organizing a program where gender issues can be discussed.

7 "You need to have the gender talk," she says. "You need to put these issues on the table in an upbeat and constructive kind of way to minimize that kind of conflict and misunderstanding or worse."

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 **What is the topic of this reading?**

A. Gender and communication in the workplace
B. Men, women, and communication
C. Women and gender issues
D. Business, women, and communication

2 **What is the overall pattern of organization of this reading?**

A. Definition and example
B. Comparison and contrast
C. Simple listing
D. Classification

3 **In the following sentence, what is the relationship between ideas?**
Each gender is a culture unto itself, one that comes with certain norms and standards that can be misunderstood by those of the opposite sex.

A. Comparison and contrast
B. Cause and effect
C. Simple listing
D. Definition

4 **In the following sentence, what is the relationship between ideas?**
While a man might casually chide a fellow co-worker at the coffee machine about something he said at a meeting, a woman, Glaser says, generally wouldn't think of doing that.

A. Cause and effect
B. Comparison and contrast
C. Simple listing
D. Definition

5 **In the following sentence, what is the meaning of the bolded word?**
In the male culture, the sense of **hierarchy** and status is much more important, so you see that kind of joking around to establish a kind of status among themselves.

A. Culture
B. Embarrassment
C. Rank
D. Bossiness

(Continued)

www.EnglishPro.ir

6 **In the word *gender* (as in the sentence below), what does the root word *gen* mean?**

It turns out your problems communicating with those of the opposite **gender** don't end at the kitchen table or on that bad blind date.

A. Death
B. Life
C. Brain-related
D. Kind

7 **What is the author's main point in this reading?**

A. Gender differences have many causes.
B. Communication problems can be avoided if men listen.
C. Communication is a problem for men and women.
D. Corporate miscommunications between the sexes may abound but there's hope.

8 **Looking at your answer to question 7, in which paragraph is the same point made by the author in one sentence?**

A. Paragraph 1
B. Paragraph 3
C. Paragraph 4
D. It is not in any paragraph.

9 **What is the directly stated main idea in paragraph 4?**

A. The differences in how men and women sometimes interpret humor can even affect how each chooses to exert power at work.
B. While a man might casually chide a fellow co-worker at the coffee machine about something he said at a meeting, a woman, Glaser says, generally wouldn't think of doing that.
C. "In the female culture, the relationship, the connectedness, the rapport is ultimately the most important thing," she explains.
D. "With females, you don't see that—you see an effort to flatten [the hierarchy] out."

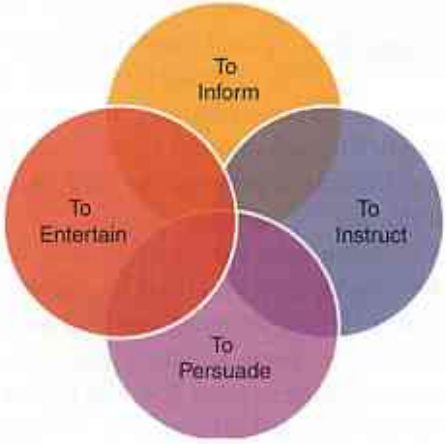
10 **What is the directly stated main idea in paragraph 5**

A. Communication is the source of many gender-related workplace differences.
B. According to Glaser, a group of women may be more likely to change the topic of conversation to include a male co-worker who has just joined them as a way of making sure he feels included.
C. A combination of A. and B.
D. Women often will hold back in meetings as well, for fear of interrupting.

www.EnglishPro.ir

AUTHOR'S PURPOSE

In Unit 1, you learned to use structure to improve your study skills and reading strategies as well as to look for important information in a reading, such as topic, patterns of organization, transition words, and supporting details. You have a good background in analyzing the "skeleton" of a reading; now, you are ready to look at the "heart" of a reading. In this chapter and the next, you will develop skills to zero in on the author's most important point about a passage. What you have learned so far will aid you in determining the most important point in a reading. First, however, you need to consider why an author has written a passage to begin with. This is called **author's purpose.** Along with all the skills and strategies you have already learned so far, the purpose an author has for writing is very important to consider in order to help you determine the main idea.



An author has a main purpose for writing, but sometimes purposes may intertwine.

When an author writes, he or she has a purpose in mind. By thinking about *why* an author has written something, you can understand the basic motivation behind the task of writing to begin with. This motivation linked with how the author arranges his or her ideas, the pattern of organization, are key steps to getting to the heart of the reading: the most important point. There are four main purposes an author may have in writing:

- to inform
- to instruct
- to persuade
- to entertain

Of course, all authors try to be informative and entertaining to some extent. For our purposes, however, there is a distinct difference between these four reasons for writing. These different reasons for writing can often be recognized by the use of specific language that reveals the author's purpose. Sometimes an author can have more than one purpose. For example, an author can aim to inform *and* persuade. However, as in patterns of organization, one purpose is predominant and this purpose is reflected in the author's most important point.

www.EnglishPro.ir

To Inform

An author may write to inform or explain. In other words, an author wants to present information in an objective manner without imposing his or her opinion on the reader. The author is trying to provide information only. In this case, the author does not want to convince the reader of his or her point of view. The sole purpose of the writing is to convey information in an unbiased, open-minded, manner. If an author wants to inform or explain, his or her purpose is unbiased, or objective, with no agenda or point of view to put forward in order to persuade the reader. The author is just presenting the facts and is not giving any sort of personal opinion about the facts; the author is not promoting a point of view or taking a side.

Newspaper stories or articles are examples of writing where an author's purpose is to inform. Remember how you used journalists' questions to develop questions from topics or headings when you read? These same prompts are used to write news stories. The story will contain information about who, what, where, when, why, or how. Nowhere in these stories does the author say what he or she thinks or what you, the reader, should think. You are left to form your own conclusion based on the provided information. The author may quote someone else's opinion, but will not state his or her own.

Similarly, the purpose of most authors of textbooks is to inform. The author of a biology textbook, for example, does not tell you what to think about DNA synthesis, he or she just gives you the facts—his or her purpose is purely to inform. The author of the textbook chapter on psychological disorders in the Unit 1 Textbook Application presents information in order to inform.

To Instruct

A second purpose an author may have for writing is to instruct the reader about how to do something or how something works. Instructional writing usually follows a sequence or process order. Like informative writing, the author does not provide an opinion about the process or set of instructions. Instead, he or she presents the information in a factual, step-by-step manner and with a neutral tone or attitude.

Instructional writing can be found in many different types of reading. Office systems texts or other technical classes may have instructional writing. The writing will tell you how to do something or how something works. How to assemble something is a classic example of an instructional purpose.

To Persuade

Sometimes an author wants to persuade the reader to adopt a position on an issue. The author, then, has something about which he or she wants to convince the reader. Even if the author's argument is one with which you agree, if that author tries to get the reader to choose a side—usually the author's side—then his or her main purpose is to persuade. In persuasive writing, an author uses biased words, also called **loaded**

www.EnglishPro.ir

or **slanted language**, that reveal the author's position on an issue. Not only does an author use words that sometimes indicate the bias or one-sidedness of a position on an issue, but he or she also may use words or phrases such as *should*, *ought to*, or *must*. Words like these always reveal a persuasive purpose, as the author is putting forward an opinion. The author's intent, then, is to change the reader's mind. (Be careful, though, that provocative words like *should* or *ought to* are in the author's voice, and do not express the opinion of someone about whom the author is writing.)

Just as a news story is a good example of informative writing, a newspaper editorial is a good illustration of a persuasive piece of writing. Editorials, usually in the middle of the first section of the newspaper, contain essays that express the opinions of the writers about some topic currently in the news. The authors of these essays take a stand on the issue and try to persuade the reader to agree with and accept their point of view; their purpose is to convince the reader to agree with them.

In college, you are likely to read persuasive pieces in classes where a central focus is on issues open to debate, such as those offered in disciplines like sociology, history, psychology, and the sciences. Persuasive pieces in textbooks tend to be an added feature of a chapter rather than the main content of the chapter. You will likely read many persuasive essays in your English classes, though some of these pieces will also have the purpose to inform.

To Entertain

Usually in academic writing, an author's primary purpose will be to inform, instruct, or persuade. Magazines, novels, and stories that are read for recreation usually have the purpose of entertaining a reader. In addition to providing entertainment, these types of readings may also inform, instruct, or persuade. The point of a story or poem can be informative or persuasive as well as entertaining. However, originally the definition of *entertain* meant to engage a reader—to grab the reader's attention. So, if you are interested in a topic about which you are reading, you are entertained. For the purposes of academic reading, however, to inform, to instruct, and to persuade are the primary purposes used.

AUTHOR'S PURPOSE	TYPICAL READING MATERIAL	VOCABULARY
To Inform	Textbooks Newspapers Nonfiction books	Straightforward language
To Instruct	Manuals, diagrams "How-to" passages Steps in a process Instructions for assembly or task How something works	Detailed language explaining a process or how to do or assemble something *First, second, next, finally,* or numbers

(*Continued*)

www.EnglishPro.ir

AUTHOR'S PURPOSE	TYPICAL READING MATERIAL	VOCABULARY
To Persuade	Persuasive essays Editorials Written debates	*Ought to, should, must* Words that express emotion or point of view, such as adjectives like *terrible, wonderful, suspicious,* etc.
To Entertain	Literature Poetry Fiction Magazines	symbolism, figurative language, description, humor

On Your Own DETERMINING AN AUTHOR'S PURPOSE

In these short passages, identify whether the author's primary purpose is to inform, to instruct, to persuade, or to entertain.

If the purpose is to inform, write an I next to the passage.

If the purpose is to instruct, write an IN next to the passage.

If the purpose is to persuade, write a P next to the passage.

If the purpose is to entertain, write an E next to the passage.

The first two are sample items that have been completed for you, followed by an explanation of the answer.

P To eradicate sex-selective abortion, we must convince the world that destroying female fetuses is horribly wrong. We need something akin to the abolitionist movement: a moral campaign waged globally, with victories declared one conscience at a time.

—Nicholas Eberstadt, "Should Sex-Selective Abortions Be Outlawed?"

The author of this passage takes a position that sex-selective abortion is wrong and must be stopped. Notice the wording (*must convince, horribly wrong, we need*) that shows persuasive intent underlined above.

I Most people know that humor or sarcasm can easily fall flat when expressed via e-mail, yet psychologists find that most people are still confident that they will be understood. Psychologist Justin Kruger calls this "everyday egocentrism"—the natural tendency we all have to see things from our own perspective. "Because we know we're trying to be sarcastic or funny, we egocentrically assume our audience will, as well," he says. "It's a hurdle that we can't

www.EnglishPro.ir

completely overcome, even when we are trying to put ourselves in someone else's shoes," he says.

—Marina Krakovsky, "The Ego in Cyberspace"

The author does not take a position on the issue here. Rather, she reports what psychologists have discovered. Just because she quotes what a psychologist says, the author herself is reporting the comments to inform the reader—notice the straightforward language.

____ 1. In a study of adults, Kruger, a professor at the University of Illinois at Urbana-Champaign, found a simple way to make sure written words hit their mark. His team asked senders to read their sarcastic or serious e-mails aloud just before sending them. One group had to read the statements in a tone inconsistent with the intended meaning (reading a sarcastic statement in a serious tone or vice versa). "By forcing participants to get beyond their own subjective interpretation of the e-mail message, overconfidence disappeared," Kruger says.

—Marina Krakovsky, "The Ego in Cyberspace"

____ 2. If someone goes to every class and reads every chapter in the book and does everything the teacher asks of him and more, then he should be getting an A like his effort deserves. If a student's maximum effort can only be average in a teacher's mind, then something is wrong.

—Max Roosevelt, "Student Expectations Seen as Causing Grade Disputes"

____ 3. The most common image quality problems with faxes are pages that come out too dark or too light or that are unreadable due to streaks, splotches, and spots. For dark and light pages, it could be as simple as changing the darkness or density setting on the receiving machine. If the receiver does a test print and the page comes out clean, then the problem is most likely with the sender's machine.

—Marshall Brain, "How Fax Machines Work"

____ 4. Medical technology today allows parents to test early in pregnancy for fetal abnormalities, hereditary illnesses, and even the sex of the fetus, raising horrifying questions about eugenics and population control. In some countries, a growing number of women apparently are terminating pregnancies when they learn the fetus is female. The resulting sex imbalance in countries like China and India is not only disturbing but also leads to further injustices, such as the abduction of girls for forced marriages.

—Nicholas Eberstadt, "Should Sex-Selective Abortions Be Outlawed?"

____ 5. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box

(Continued)

www.EnglishPro.ir

grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

—Shirley Jackson, "The Lottery"

_____ 6. Another shocker: Sky-high IQ isn't a prerequisite for extreme multilingualism. In fact, polyglots probably don't have a "gift," but a variety of personality traits and life circumstances that favor language-learning, Fernandez says. These include access to foreign tongues, unflagging interest, and the willingness to take linguistic risks.

—William Lee Adams, "Could You Learn 40 Languages?"

_____ 7. In 2003, German neuroscientists examined the postmortem brain of Emil Krebs, an interpreter who understood 100 languages and learned Armenian in nine weeks. They found that the area of Krebs' brain that governed speech did not have the same asymmetry as most monolingual speakers. Skilled musicians have also been known to have unusual brain wiring in auditory areas. What neuroscientists don't know is whether language-learning changes the brain—which studies show is likely—or whether some people are born with this quality.

—William Lee Adams, "Could You Learn 40 Languages?"

_____ 8. A recent study by researchers at the University of California, Irvine, found that a third of students surveyed said that they expected B's just for attending lectures, and 40 percent said they deserved a B for completing the required reading.

—Max Roosevelt, "Student Expectations Seen as Causing Grade Disputes"

_____ 9. "Navigation to nowhere" perfectly sums up the experience of many parents I have interviewed about their attempts to secure mental health services for their children. As a country, it's really in our interest to provide them with a compass.

—Judith Warner, "Children in the Mental Health Void"

_____ 10. If the fax machine signals an error, check the manual or call the manufacturer to see what it means. If you get a lot of communications errors, make sure the phone line is plugged in all the way and that you hear a clear dial tone through the phone receiver. If not, you might want to call the telephone company and have them check your line for interference.

—Marshall Brain, "How Fax Machines Work"

www.EnglishPro.ir

MAIN IDEA

From Chapter 1, you learned to identify the topic of a passage. In Chapter 2, you focused on identifying patterns of organization and supporting details. Here, you will apply these skills to finding the author's most important point in a passage, or the main idea. The **main idea** is the single most important point the author makes about the topic. This point reflects the pattern of organization of the passage, the author's purpose for writing, and is general enough that all the supporting points function to back it up.

Everything you read has a point. The most important point the author makes about the subject or topic in a reading passage, or even a paragraph, is called the main idea. There are different words for *main idea,* depending on what type of main idea is at issue. A main idea of an essay or long passage is called the **thesis.** A thesis can be explicit or directly stated in a sentence, or it can be implied (or suggested). The main idea of a paragraph, if explicit (directly stated in one sentence), is called the **topic sentence.** A topic sentence is a sentence that states the author's most important point about the **topic.** The important point to keep in mind is that the main idea is *the* important point, regardless of how long a passage or section is.

Purpose Is Linked to Main Idea

An author has a topic about which he or she is writing. In addition, an author always has a purpose for writing about the topic. The author wants to inform, instruct, persuade, or entertain the reader with regard to the topic. Based on this purpose, the author chooses words or a writing style to express his or her intent. Furthermore, to communicate with the reader, the author arranges the information, or supporting details, in a deliberate pattern of organization. All these intentions are intertwined in the mind of the author and between the ideas in the reading. First and foremost, the author wants to communicate the most important point about the reading to the reader. This most important point, or main idea, is about the topic, in accord with the purpose for writing and reflective of the pattern of organization.

Topic, Purpose, Pattern, Details, and Main Idea Are Intertwined

If an author's purpose is to instruct, for example, the topic of the reading will be how to understand or do something. The pattern of organization will likely be sequence or process order since how to do something involves steps and procedures. The main idea will be a general statement about the topic, such as, "Follow these three steps to fix a fax machine." The supporting details will be the steps to follow in order to fix the fax machine.

If the author's purpose is to inform or to persuade, the topic of the reading may be anything. The pattern of organization will take one of the forms you learned in Chapter 2. The main idea will reflect the author's stance: either presenting information or presenting a point of view about the topic. The supporting details will follow the pattern of organization that best conveys the author's purpose in writing.

www.EnglishPro.ir

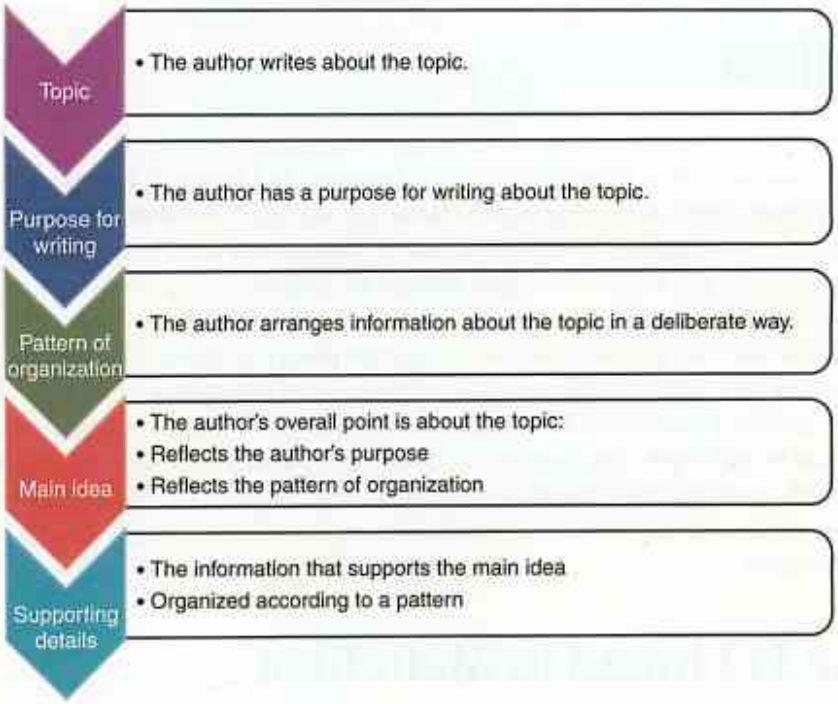
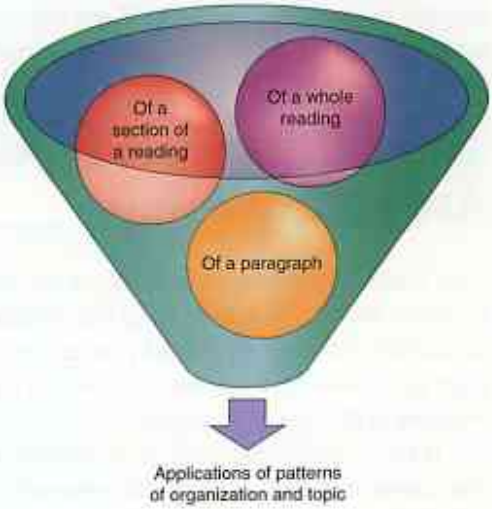


FIGURE 3.1
The Relationships Among Topic, Purpose, Pattern, Point, and Support

The Difference Between Topic and Main Idea

The topic of a reading passage is the subject of the passage. Topic can be determined by answering this question: Who or what is the passage about? It is important to remember that the topic is always expressed as a word or phrase.

Main idea, on the other hand, is the author's most important point about the topic. The main idea can be determined by answering this question: What is the author's most important point about the topic? It is important to remember that the main idea is always expressed as a sentence.



Put a check mark beside each of the following statements that could be a main idea statement.

___ 1. How to prepare for an exam

___ 2. Exam preparation follows several general steps.

www.EnglishPro.ir

___ 3. These are important steps.

___ 4. To prepare for an exam involves important steps, such as taking good notes and using spaced practice to learn.

___ 5. How do you prepare for an exam?

You learned in Unit 1 that both topic and patterns of organization can apply to different lengths of text.

The same applies to main idea. There is a main idea of a whole reading. A main idea can also be found in a subsection of a reading and a paragraph. Unlike topic, however, a main idea is always expressed as a sentence; main idea is a sentence about the topic.

QUICK TIPS THINGS TO REMEMBER ABOUT MAIN IDEA

- ✓ Every paragraph has a main idea.
- ✓ Every subsection has a main idea.
- ✓ Every longer reading has a main idea.
- ✓ An explicit or directly stated main idea means the author has written a sentence that expresses the main thought.
- ✓ Main idea is *never* in a question form, but it is often the *answer* to the question.
- ✓ Main idea is *always* expressed as a sentence and reflects the pattern of organization.

TABLE 3.1 KEY TERMS

TERM	DEFINITION
Main idea	The most important point
Topic sentence	The most important point of a paragraph *when directly stated*
Thesis	The most important point of an essay or longer reading
Explicit (directly stated) main idea	The most important point expressed in one sentence in the reading

www.EnglishPro.ir

Finding the Main Idea

Determining the main idea involves thinking through information that the author has provided. The first step is to determine the topic: About whom or what is the passage written? Next, consider why the author wrote the passage: What is the author's purpose for writing? Then, consider how the author arranges information about the topic and in accord with his or her purpose: What is the pattern of organization? Last, answer this question: What is the author's most important point about the topic? This is the main idea.

QUICK TIPS STEPS TO FINDING THE MAIN IDEA

1. What is the topic?
2. What is the author's purpose?
3. What is the pattern of organization?
4. What is the author's most important point about the topic?
5. The answer to question 4 = the main idea.
6. Find that same answer to question 4 in a sentence in the reading = the explicit main idea.

Once you have determined the main idea, there are several questions to ask yourself to verify your answer. Follow the checklist in the Quick Tips below to catch any errors. For example, the main idea must be a sentence rather than a phrase or a single word. This sentence must make complete sense by itself and contain the topic; after all, the main idea is the author's most important point about the topic. In addition, the main idea must be general enough to cover all the supporting details, as these details function to support the main idea. Also, keep in mind that the main idea reflects both the pattern of organization and the author's purpose for writing.

QUICK TIPS STEPS TO CHECKING THE MAIN IDEA

In order to make sure you have understood the main idea, ask yourself the following questions.

- ☑ Is your main idea a complete sentence (not a phrase)?
- ☑ Does your main idea sentence contain the topic?
- ☑ Does your main idea sentence make sense by itself? (Would someone who hadn't read the passage understand the main point without major clarification?)

www.EnglishPro.ir

- ☑ Does your main idea sentence reflect the author's structure? (If it is cause and effect, does the sentence show a cause and effect relationship between ideas?)
- ☑ Does your sentence reflect the author's purpose? (If the author's purpose is informative, your sentence should not include words like *should, must, ought to,* as they indicate an opinion or intent to persuade.)
- ☑ Do the major supporting points provided back-up or support the more general sentence you say is the main point?

Where Are Explicit Main Ideas Located?

An author always has a point to communicate to you, the reader. The author's most important point can apply to a whole reading, a subsection of a reading, or a paragraph within a reading.

EXPLICIT MAIN IDEA IN A WHOLE READING

The main idea for a whole reading can be located anywhere in the passage. An explicit main idea can be anywhere in a reading. Most often, the main idea appears in the introduction. The second most likely place for an explicit main idea is in the conclusion. However, the main idea can also be in the middle of the reading. While this may seem overwhelming, remember to follow the steps for determining the main idea, and the process will be easier for you.

You remember from Chapter 1 that previewing is an essential reading strategy to get an overview of the structure of a reading. The reason that previewing involves reading the entire introductory paragraph as well as the entire concluding paragraph is because the author's most important point, or main idea, of the reading is most likely to be in one of these two spots.

EXPLICIT MAIN IDEA IN A SUBSECTION OF A READING

If the reading has a subsection indicated by a heading, this subsection can also have an overall main idea. Think of a subsection in a reading as a complete, shorter reading within a longer reading. The same process is followed to determine the main idea of a subsection as with a longer reading (or within a paragraph, for that matter). Look at a subheading, for example, in a text book and consider what the author's most important point is about that subsection. Sometimes authors will state a main idea of a subsection in a sentence of one paragraph and provide other paragraphs to clarify the idea. (See Chapter 2, Patterns That Explain.)

EXPLICIT MAIN IDEA IN A PARAGRAPH—THE TOPIC SENTENCE

An explicit main idea in a paragraph is called a topic sentence. A topic sentence is a sentence stating the most important point about the topic. As with a main idea in a whole reading, most often a topic

www.EnglishPro.ir

sentence is the first or last sentence in a paragraph. Sometimes, however, the topic sentence can be in the middle of a paragraph.

Look for transition words that indicate a supporting detail to narrow your scope. If there is a transition, or signal word or phrase, such as *in addition, furthermore,* or *second,* this point would be a supporting point rather than a main point. Look for the sentence that is the general point under which these examples might fall.

Remember that the main idea sentence (topic sentence) is never a question. However, the topic sentence is often the answer to a question posed at the beginning of a paragraph. The topic sentence always contains the topic and the point made about the topic in a paragraph. In addition, the main idea reflects the author's purpose and the organizational pattern of the paragraph. Keep in mind that even if you see more than one pattern of organization or mixed patterns, or a transition word or phrase that indicates a certain pattern of organization, the pattern reflected in the topic sentence is the most important pattern because this is the main point of the paragraph—this is the overall point about the topic.

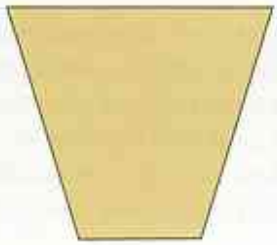
In some cases, clues or signal words can point you to the main idea. These words are the clue to finding the main idea. They are often referred to as summative words because they summarize the author's most important point about the passage. Summative words are usually indicating a main idea at the end of the paragraph, but not always.

Summative Words: Words and Phrases Indicating a Main Idea Sentence

- The point is
- Clearly
- To sum up
- The key is . . .
- In conclusion
- What this means is . . .
- In reality
- Obviously
- In short
- In summary
- It is clear that . . .
- The fact is
- Overall

TABLE 3.2 WHERE ARE TOPIC SENTENCES LOCATED?

At the beginning



MAIN IDEA

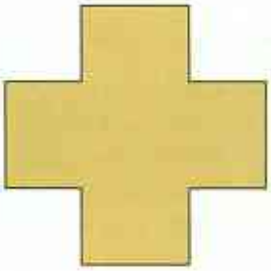
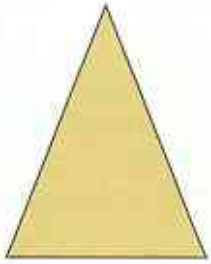
Most people know that humor or sarcasm can easily fall flat when expressed via e-mail, yet psychologists find that most people are still confident that they will be understood.

Details

Psychologist Justin Kruger calls this "everyday egocentrism"—the natural tendency we all have to see things from our own perspective. "Because we know we're trying to be sarcastic or funny, we egocentrically assume our audience will, as well," he says. It's a hurdle that we can't completely overcome, even when we are trying to put ourselves in someone else's shoes, he says.

—Marina Krakovsky, "The Ego in Cyberspace"

www.EnglishPro.ir

In the middle 	**Details** **MAIN IDEA** **Details**	Is there ever any doubt in your mind as to the mood of a coworker upon their arrival at work? Nonverbal communication is the single most powerful form of communication. More than voice or even words, nonverbal communication cues you in to what is on another person's mind. The best communicators are sensitive to the power of the emotions and thoughts communicated nonverbally. —Susan M. Heathfield, "Listen With Your Eyes: Tips for Understanding Nonverbal Communication"
At the end 	**Details** **MAIN IDEA**	Have you ever made up your mind about a job candidate based on the way he sat in your lobby? Did you confirm that opinion when he walked across the room and shook your hand? Awareness of nonverbal communication and the messages job searchers send does influence your evaluation of job candidates—and it should. Aside from protected characteristics such as gender, race, and weight, you can learn a lot about your prospective employee from their nonverbal communication. —Susan M. Heathfield, "Believe What You See: How to Use Nonverbal Communication in Hiring"

Finding the main idea in a paragraph is a very important skill because a topic sentence is the main point of a paragraph—and a main point in a paragraph becomes a major supporting detail of a whole article.

On Your Own DETERMINING TOPIC SENTENCES WITHIN PARAGRAPHS

For each of the paragraphs in this reading, determine the topic and the pattern of organization. Circle transition words or phrases if these clues are in the paragraph. Then, underline the topic sentence and compare your answers with a partner.

1. If someone's words do not match their nonverbal behaviors, you should pay careful attention. For example, someone might tell you they are happy while frowning and staring at the ground. Research has shown that when words fail to match up with nonverbal signals, people tend to ignore what has been said and focus instead on nonverbal expressions of moods, thoughts, and emotions.

—Kendra Van Wagner, "Types of Nonverbal Communication"

(Continued)

www.EnglishPro.ir

Topic: _____

Pattern of organization: _____

2. When people fail to look others in the eye, it can seem as if they are evading or trying to hide something. On the other hand, too much eye contact can seem confrontational or intimidating. While eye contact is an important part of communication, it's important to remember that good eye contact does not mean staring fixedly into someone's eyes. How can you tell how much eye contact is correct? Some communication experts recommend intervals of eye contact lasting four to five seconds.

—Kendra Van Wagner, "Types of Nonverbal Communication"

Topic: _____

Pattern of organization: _____

3. A single gesture can mean any number of things, or maybe even nothing at all. The key to accurately reading nonverbal behavior is to look for groups of signals that reinforce a common point. If you place too much emphasis on just one signal out of many, you might come to an inaccurate conclusion about what a person is trying to communicate.

—Kendra Van Wagner, "Types of Nonverbal Communication"

Topic: _____

Pattern of organization: _____

4. When you are communicating with others, always consider the situation and the context in which the communication occurs. Some situations require more formal behaviors that might be interpreted very differently in any other setting. Consider whether or not nonverbal behaviors are appropriate for the context. If you are trying to improve your own nonverbal communication, concentrate on ways to make your signals match the level of formality necessitated by the situation.

—Kendra Van Wagner, "Types of Nonverbal Communication"

Topic: _____

Pattern of organization: _____

5. The phlegmatic person—cool and persevering—translates into the technical or systematic communication style. This style of communication is focused on facts and technical details. Phlegmatic people have an orderly, methodical way of approaching tasks, and their focus is very much on the task, not on the people, emotions, or concerns that the task may evoke. The focus is also more on the details necessary to accomplish a task. Sometimes the details overwhelm the big picture and focus needs to be brought back to the context of the task. People with this style think the facts should speak for themselves, and they are not as

www.EnglishPro.ir

comfortable with conflict. They need time to adapt to change and need to understand both the logic of it and the steps involved.

—Kathy Jourdain, "Communication Styles and Conflict"

Topic: _____

Pattern of organization: _____

6. First, for a prospective job an interview on campus may be the first step. Next, this initial interview is followed by an interview at the company's headquarters. This interview could last anywhere from a few hours to an entire day. Interviews involve meeting with a number of people: hiring managers, the prospective immediate supervisor, and potential colleagues and associates. All will provide their impressions of your qualifications and "fit" within the company. Third, follow-up interviews may take place after you make the initial cut. Then, job offers usually come by phone, or in person at the follow-up interview. Getting a job that you want often involves having a series of face-to-face interviews.

Topic: _____

Pattern of organization: _____

7. "The squeaky wheel gets the grease." This is one of my favorite American aphorisms. We don't always like it, but we recognize the common-sense truth in it—that the person who speaks up, or even complains, can get what he or she wants. On the other hand, one of my favorite Chinese aphorisms is, "The bird that flies first gets the bullet." If you speak first and "stick your neck out," you may pay the price. Better to stay quiet and see where the group is going. Another favorite is the Japanese saying, "The nail that stands up gets pounded down." If you draw too much attention to yourself, you will be brought down into line with the others. In each country where they originate, these sayings represent knowledge that everyone knows to be true—maybe not in every situation, but often enough to have found expression in a common saying.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

8. However, as Voltaire said, "Common sense is not so common." Many of the guidance systems we rely on don't set a true course when we find ourselves in a different context. This can be true for students attending a new school or for someone living with a new roommate or for those of us who move to a new region or country. In new surroundings, the "common understanding" that has guided us for so long may no longer apply. Consider that,

(Continued)

www.EnglishPro.ir

for international students at North American independent schools, all of the above may be true. International students find themselves not only dealing with the "normal" challenges of childhood/young adulthood and of entering a new school, but also of navigating the additional challenges of coming from a cultural background that is different from those of their fellow students—and speaking a different language.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

9. A person's behavior and attitudes are formed by more than his or her cultural background. They are formed by personality, family background, education, and experience. If, on average, Chinese students have a greater comfort with silence than U. S. students, does that mean all Chinese students will be quiet? Or, as I have sometimes been asked by teachers, "I have had a lot of shy kids in my classes; why would you think this student is quiet because she's Chinese? Why should I assume she's different than the other quiet kids in my class?" My answer is this: I don't know if she's quiet because of her cultural background and the respect for silence in China, or if it is because she's 14 years old, or if it is because she doesn't know the topic that is being discussed. But without understanding the whole context of her experience and background, we may be missing an important part of the picture. Increasing our cross-cultural awareness can give us additional tools to support not only our international students, but students of every background.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

10. If you are confused about another person's nonverbal signals, don't be afraid to ask questions. A good idea is to repeat back your interpretation of what has been said and ask for clarification. An example of this might be, "So what you are saying is that . . ."

—Kendra Van Wagner, "Types of Nonverbal Communication"

Topic: _____

Pattern of organization: _____

11. Many international students, especially those from Asian countries, come from school systems that emphasize mastery of knowledge. There is often the rote memorization of facts and information that come from texts and teachers. The written language itself is learned through hours of practice and memorization. A Chinese or Japanese character written out of the exact stroke order is incorrect. Rigorous national examinations and competition

www.EnglishPro.ir

for entry into top national schools have created the need to master the exact skill and knowledge tested for in the exam system.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

12. This difference in assumptions about what constitutes a "good teacher" or "good student" can lead to confusion and misunderstanding among teachers and students from different backgrounds. Teachers in the U. S. may say to international students, "If you don't understand, ask." The responsibility is now upon the students to seek the teacher's help. But years of acculturation are not overcome that easily, so the teacher is sometimes left wondering why some students didn't speak up when asked directly about a problem. The students may expect that the teacher will tell them specifically what they need to know or that the teacher will understand the subtext of their indirect answer. The students may be uncomfortable being put on the spot in a way that reveals their ignorance and, therefore, causes a loss of face for themselves and for their teacher.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

13. International students have also expressed distress about going from strong students in their home environments to struggling to express themselves in a second language and new culture. Even if they feel comfortable with the vocabulary, they don't always catch cultural references or non-verbal cues (eye contact, personal body space) and have found it difficult to understand and to make themselves understood. This doesn't happen all the time, but, when it does, it can lead to feelings of frustration and isolation.

—Theresa Kneebone, "Developing Cross-Cultural Awareness and Understanding"

Topic: _____

Pattern of organization: _____

14. When at a job interview, remember first of all to be nice to everyone you meet at your prospective job site, since you never know who will report to the committee or hiring manager. Second, be sure to research the company that you want to join. It is painfully obvious to hiring professionals if an interviewee does not know anything about the company. If you don't know anything about the company, just how interested do you appear? Also, ask questions and present yourself in a professional, energetic manner that will show your prospective employer your level of professionalism, interest, and preparation.

(Continued)

www.EnglishPro.ir

Most importantly, anticipate interview questions and prepare for them! There are many reference books that will help you understand the general questions that are a part of most interviews; prepare your answers in advance, so you can talk fluently and convincingly to make a good impression. Clearly, there are many important factors to succeeding in a job interview—remember that practice is your most important ally.

Topic: _____

Pattern of organization: _____

15. The sanguine person would be the expressive or spirited style of communication. These people speak in pictures. They invest a lot of emotion and energy in their communication and often speak quickly, putting their whole body into it. They are easily sidetracked onto a story that may or may not illustrate the point they are trying to make. Because of their enthusiasm they are great team motivators. They are concerned about people and relationships. Their high levels of energy can come on strong at times and their focus is usually on the bigger picture, which means they sometimes miss the details or the proper order of things. These people find conflict or differences of opinion invigorating and love to engage in a spirited discussion. They love change and are constantly looking for new and exciting adventures.

—Kathy Jourdain, "Communication Styles and Conflict"

Topic: _____

Pattern of organization: _____

Thinking It Through FINDING THE MAIN IDEA OF A WHOLE READING

Here you will apply the steps of finding the main idea of a whole article as well as finding the main idea of each paragraph. Begin by previewing the article to figure out the topic, the pattern of organization, the author's purpose, and the author's main idea. Jot down your responses or discuss your ideas with a partner. Then look at the explanation following the reading.

1. What is the topic of the article? _____
2. What is the pattern of organization suggested by the topic? _____
3. What is the author's purpose? _____
4. What is the author's main idea about the topic (in your own words)?

   _____

5. Underline the thesis of the article—the sentence that has the same ideas as you wrote in question 4.

www.EnglishPro.ir

After you've previewed the article to answer these questions, read the article completely to check your answers. Make adjustments to your answers if your reading has revealed something new. Next, find the topic sentence in paragraphs 2 through 5 and list the major supporting details of each of these paragraphs in the margin. Finally, check your answers at the end of this section.

His *Brain*, Her *Brain*

by Nancy Shute

1 Anyone who's heard a group of men discuss the virtues of high-end stereo equipment will have little trouble believing that men's and women's brains work differently. That's also no surprise to scientists, who have spent the past two decades trying to figure out which aspects of cognition and behavior are determined by nature and which by nurture. The verdict: Female and male brains differ in both structure and function, and many of those variations start in the womb. It's no longer: "Is there a difference?" It's: "What do these differences mean?"

2 Male and female brains differ in how they're built, with some parts larger in men, others larger in women. The variation is most striking in overall size. Women's brains are about 10 percent smaller than men's, a fact that in centuries past provided ammunition for the argument that women were by nature mentally deficient. Yet, despite this difference, women do just as well as men on intelligence tests. Researchers at the University of California-Irvine say they have figured out one possible explanation: In January, they reported that men have more gray matter in the brain, and women have more white matter. Gray matter forms the brain's information-processing centers, and white matter serves as wiring to connect the processing centers. "Female brains might be more efficient," says Richard Haier, the psychologist who led the study. Women also tend to use their frontal lobes for intellectual performance, while the gray matter used by men is distributed throughout the brain. That has implications for treating diseases like stroke and Alzheimer's, Haier says; treatments could be targeted to protect or restore those critical regions.

3 DIVERGENCE. When it comes to putting brains to work, women and men have their own areas of expertise. Men do better than women at spatial tasks such as thinking about rotating or manipulating an object. They're also better at navigating along a route and at high-end mathematical reasoning; men have scored more perfect 800 scores on the math portion of the SAT than women have every year since 1964. Women excel at tests that measure word recall and at other tests of verbal memory. They're also better at remembering landmarks and where objects are located. It used to be thought that these differences in cognitive skills didn't emerge until puberty, but researchers have found the same differences in very young children.

(*Continued*)

www.EnglishPro.ir

4 The big question, of course, is whether the differences in his and her brains cause the variation in cognitive skills or whether society pushes women toward verbal, people-oriented tasks, and men toward quantitative fields like engineering. Few women in science have forgotten the infamous Teen Talk Barbie of 1992, which chirped, "Math is hard!" And although the number of women in the sciences has increased steadily over the past 30 years—women now compose the majority in medical schools and graduate programs in biology—they are still underrepresented in math, engineering, and physics.

5 In 1980, psychologists Julian Stanley and Camilla Benbow ignited a firestorm when they proposed that gifted boys did better at math than gifted girls because of a "math gene." The nature vs. nurture debate continues 25 years later, but it is becoming more pragmatic as researchers use MRIs and other brain-imaging tools that show differences in male and female brains even when performance is identical. "In the early 80s, we were worried that sex differences in the brain would be used against us as women," says Jill Becker, a psychologist at the University of Michigan." We're all more comfortable with diversity these days, and we've come to accept that there are many different ways of solving a problem. No two brains are the same."

Check Your Answers

1. **What is the topic of the article?** *Men, women, and brains*
2. **What is the pattern of organization suggested by the topic?** *Comparison and contrast*
3. **What is the author's purpose?** *To inform*
4. **What is the author's main idea about the topic (in your own words)?** *Male and female brains are different physically and as evidenced by how we behave.*
5. **Underline the thesis of the article—the sentence that has the same ideas as you wrote in question 4.** *The thesis is in the first paragraph: The verdict:* Female *and* male brains *differ in both structure and function, and many of those variations start in the womb.*

Main Ideas and Supporting Details by Paragraph

PARAGRAPH 1

Thesis: *The verdict:* Female *and* male brains *differ in both structure and function, and many of those variations start in the womb.*

PARAGRAPH 2

Topic Sentence: *Male and female brains differ in how they're built, with some parts larger in men, others larger in women.*

www.EnglishPro.ir

Supporting Details

1. *Size*
   a. *Women's brains are 10 percent smaller.*
   b. *Women do as well as men on IQ tests.*
2. *Men have more gray matter—the brain's information-processing centers—and women have more white matter, connecting the processing centers.*
3. *Women's brains might be more efficient.*
   a. *Women use their frontal lobes.*
   b. *Men use matter distributed throughout the brain.*
4. *This knowledge impacts treating diseases of the brain.*

PARAGRAPH 3

Topic Sentence: *When it comes to putting brains to work, women and men have their own areas of expertise.*

Supporting Details

1. *Men are better at spatial tasks, navigating, and high-end math.*
2. *Women are better at words, verbal memory, and remembering landmarks and objects.*

PARAGRAPH 4

Topic sentence: *The big question, of course, is whether the differences in his and her brains cause the variation in cognitive skills or whether society pushes women toward verbal, people-oriented tasks, and men toward quantitative fields like engineering.*

Supporting Detail

The number of women in science has increased in the last 30 years, but is not equal to the number of men in math, engineering, and physics.

PARAGRAPH 5

Topic Sentence: *The nature vs. nurture debate continues 25 years later, but it is becoming more pragmatic as researchers use MRIs and other brain-imaging tools that show differences in male and female brains even when performance is identical.*

Supporting Details

1. *In the past, people were concerned that sex differences in the brain would result in discrimination.*
2. *Today, there's more tolerance of differences.*

www.EnglishPro.ir

On Your Own FINDING THE MAIN IDEA

This is a reading about global business customs and etiquette. Answer the six questions that follow after previewing the reading. Then read the passage and answer the questions in the margins. You will apply the steps to finding the main idea of the whole article and also find the main idea of each paragraph or subsection.

1. What is the topic of the whole article? _____
2. What is the overall pattern of organization? _____
   _____
3. What is the author's purpose (to inform us or to persuade us)? _____
4. How many major subsections are there in this article? _____
   _____
5. What is the author's main idea about the topic (in your own words)? _____
   _____
   _____

Global Business Customs and Etiquette

by Lillian Chaney and Jeanette Martin

1 The number of Americans who work for foreign employers and the number of foreign companies who have built plants in the United States is increasing. Due to the global business boom and increasing international travel, it is more and more important to learn about the customs of people of other cultures. Building global business relationships depends on your ability to learn cultural similarities and differences in greeting behavior, introductions, and business card exchange. Successful intercultural encounters also depend on knowledge of gift-giving customs so that we do not unintentionally offend people in other cultures. Professionals whose responsibilities include international travel or assisting others with travel arrangements will benefit from knowledge of global business customs and etiquette.

www.EnglishPro.ir

Greetings and Introductions

2 Customary greetings vary from culture to culture and are important for building relationships in all cultures. The informality of American greetings is not shared by many cultures. While Americans often say "Hi!" to complete strangers, in most countries of the world saying "Hi" to strangers is uncommon. Additionally, people of the United States are sometimes perceived as insincere in their ritualistic greeting of "Hello, how are you?" in some Latin American countries because it does not indicate a sincere inquiry about the state of the other person's health. In general, when greeting someone for the first time, it is better to use peoples' titles with their last name rather than using their first name, a common practice in the United States. An appropriate greeting to use would be "Hello, I'm pleased to meet you, Mr. Oguzhan" when greeting people.

What is the topic of paragraph 2?

What is the pattern of organization in paragraph 2?

Underline the topic sentence in paragraph 2.

3 Introductions are part of making a positive initial impression when interacting with others in business and social settings. One difference between cultures is the use of titles when making introductions.

What is the main idea of paragraph 3?

4 Remember that titles are important in most of the world. In the U. S., there is sometimes a prevailing view that a relaxed standard on the use of titles leads to a more relaxed interaction among people. In most other cultures, however, the use of titles helps to formalize relationships and establish a comfort of a different sort.

What is the topic of paragraph 4?

What is the pattern of organization in paragraph 4?

Underline the topic sentence in paragraph 4.

5 In many European countries like Germany and Italy, titles are used with a person's last name when introducing people to show respect. Similarly, in the African countries of Nigeria and Kenya, titles are used with last names until a relationship has been established and you are asked to address them by their first name. Since surnames are reversed in such Asian countries as China and Japan, address "Sung Lo Chang" as "Mr. Sung." In Latin American countries people add their mother's maiden name to their surname, so you would address Teresa Gomez Sanchez

What is the topic of paragraph 5?

What is the pattern of organization in paragraph 5?

Write the main idea of paragraph 5 in your own words.

(Continued)

www.EnglishPro.ir

as Señorita Gomez. In Iraq and India, titles such as *Professor* are used with the last name as part of introductions.

What is the topic of paragraph 6?

What is the pattern of organization in paragraph 6?

Underline the topic sentence in paragraph 6.

6 Introductions are accompanied by a handshake, an embrace, kiss, or bow, depending on the culture. The handshake usually accompanies a verbal greeting in many parts of the world including Nigeria, Kenya, Saudi Arabia, Egypt, and Finland. The duration and vigorousness of the handshake can be different. The U. S. handshake is moderately firm compared to the light, quick grasp of the French; the soft or gentle grasp of the British; and the firm grasp of the Germany. Although embracing and kissing when being introduced are inappropriate in business situations in the United States, it is common in many South American and Middle Eastern countries as well as in some African countries and parts of Europe. Middle Eastern men will shake hands and kiss on both cheeks as they embrace. Russians are famous for their bear hug often followed by a strong handshake between male friends. People of Latin America, the Mediterranean, and parts of Africa embrace, often accompanied with a slap on the back. In Japan and China, the bow, rather than the handshake, is customary. The handshake, though, is often combined with a bow during international business encounters so that each *culture* shows the proper respect. In India, the traditional greeting is the Namaste, which one says while pressing palms together with fingers up and hands placed below the chin. A slight bow accompanies this gesture when greeting supervisors or others to whom you wish to show respect.

Business Cards

What is the topic of paragraph 7?

What is the pattern of organization in paragraph 7?

Underline the topic sentence in paragraph 7.

7 In the United States, businesspeople exchange business cards only if there is a reason to do so. Card exchange is an expected part of business introductions, though, in most countries of the world. Since the business card plays such an important role in relationship building, it is wise to have cards for every country you plan to visit printed in the

www.EnglishPro.ir

local language on the back of your cards. Although it is permissible in the United States to glance at a business card and place it in a pocket, this practice is not universally accepted around the world. In countries like Japan, for example, the examination of the business card is done with great deliberation. The Japanese will examine the card carefully for clues to hierarchy within the firm and will make a comment about your position with the company or ask a question about some other information on the card before putting it away. In addition, it is customary to use both hands when presenting your card in Japan or South Korea and to position the card so that the other person can read it. In the Middle East, Southeast Asia, and African cultures (except Israel), use only your right hand to present and accept business cards as the left hand is reserved for taking care of bodily functions. Because of the negative associations with certain colors in many countries, use white paper with black ink for your business cards. Since rank, title and profession are important in other cultures, be sure to include your position, title, degrees, all phone numbers (with international codes) and e-mail address on your business cards.

Gift-Giving Customs

8 Since gift giving is an integral part of building global relationships, it is important to understand the subtleties of the gift-giving art. Consider the appropriateness or inappropriateness of certain gifts and cultural gift-giving guidelines.

What is the main idea of paragraph 8?

Underline the main idea of this subsection in paragraph 8.

9 Appropriate business gifts for U. S. persons to give when visiting abroad include flowers, chocolates, or something that is unique to the United States such as Native American art or jewelry, DVDs of U. S. movies, U. S.-made sports equipment, or California wines. However, avoid giving California wines to the French, as fine wines are that country's specialty. In addition, avoid gifts of liquor or wine in all Islamic cultures as alcohol is forbidden by their religion. Other gifts to avoid include a knife or handkerchief in South

What is the topic of paragraph 9?

What is the pattern of organization in paragraph 9?

Write the main idea of paragraph 9 in your own words.

(Continued)

www.EnglishPro.ir

American countries. The knife would be interpreted as wanting to end a relationship, and a handkerchief is associated with tears. Gifts to avoid in India are those made of cowhide, because the cow is sacred. Be aware of superstitions and taboos related to gifts. For example, when giving a gift in China or Saudi Arabia, avoid anything with an eagle on it as the eagle in these countries signifies bad luck. Also, avoid giving a clock in China as the clock is considered a symbol of bad luck. (In Korea, though, the clock is a symbol of good luck.) Further, be aware of the significance of numbers in gift giving: Three is a lucky number in Thailand, eight and nine are considered lucky in Hong Kong, but four is the most negative number in China, so do not give four of anything.

What is the topic of paragraph 10?

What is the pattern of organization in paragraph 10?

Underline the topic sentence in paragraph 10.

10 While flowers make appropriate gifts in most cultures, learning cultural taboos related to color and variety is important. Red roses, for example, are associated with romance in the United States as well as in some other cultures and are inappropriate for business gifts. In China white is the color of mourning, and gladioli are often used in funeral sprays; thus, a gift of white gladioli is inappropriate in that country. In most European counties, carnations are used in cemeteries only and make inappropriate gifts. Another flower variety associated with funerals in Belgium, Japan, and Italy is the chrysanthemum, which makes it an inappropriate business gift in those countries. A flower shop in the country you are visiting is probably the best source of information concerning local customs about giving flowers as gifts.

What is the topic of paragraph 11?

What is the pattern of organization in paragraph 11?

Underline the topic sentence in paragraph 11.

11 Knowing proper guidelines for gift giving is important. In the United States business gifts are most often limited to about $25 and are opened in front of the giver. The verbal expression of thanks is followed by a note of appreciation. Gifts are also opened in the presence of the giver in Belgium and in Brazil. In the Arabian countries, presenting the gift in the presence of other people is important so it will not be viewed as a bribe. In Taiwan, Hong Kong, and

www.EnglishPro.ir

Korea, on the other hand, gifts are not opened in the presence of the giver. In addition, you should accept the gift with both hands in these countries. Another important point to remember is that in some Asian countries a gift is declined out of politeness at least once before they accept the gift; you are expected to do likewise. A special caution to those visiting Islamic countries: Exercise restraint in expressing admiration for their personal possessions as they will feel obligated to give them to you.

12 Following the preceding suggestions related to global business customs and etiquette will increase your chances of success in intercultural encounters.

Can you find a sentence in paragraph 1 that states this same point made in paragraph 12? Why do you think the author states the same point at the beginning and at the end?

STUDY STRATEGY

Summarizing to Express Main Idea and Supporting Details

There are three main ways to represent an author's ideas in paragraph form. You learned in Chapter 2 about paraphrasing. A paraphrase is the same length as the original and functions to clarify the whole passage by representing the author's ideas in your own words. **Paraphrasing** involves rewording the main idea as well as both major and minor supporting details.

Another type of summary strategy is the abstract. An **abstract** is a highly condensed summary of a long reading that highlights only the major points in an otherwise detailed passage. Abstracts are usually written as a summary of a research study. An example of an abstract is in Chapter 2: "Parental Drinking Contributes to Teen Alcoholism," by Michael Windle, on page 111. This abstract was from a long paper on the subject and summarized the main points so a reader will know the fundamental findings of the research before reading the study.

www.EnglishPro.ir

The third method of restating an author's ideas is **summarizing.** This involves putting an author's main idea and major supporting details in your own words. A summary, like a paraphrase, represents an author's ideas in your own words. Unlike a paraphrase, a summary consists of only the author's most important point and major supporting points. All minor details, such as lists and examples, are left out of a summary. Be careful not to add information to the summary that the author has not stated. If you must take direct wording from a passage an author has written, be very sure to use quotation marks to announce that these are the author's words and not your words.

Summarizing is an excellent method for learning information because, as you know from Chapter 1, to learn new information, you need to process it in an organized format, so your brain can retrieve it more effectively. Summarizing allows you to do this because you have to put an author's main idea and major supporting details into your own words and use the same pattern of organization the author uses. Also, because you have to be clear on the main idea and major supporting points, summarizing allows you to determine if you *truly* understand what you have read. You cannot summarize without good comprehension. If you cannot summarize, re-check your notes and reread the passage, concentrating again on what's important. Creating a paraphrase of a reading can help you summarize: if you can rewrite a passage, you will be more certain that you understand it. Then, focus on just the major points and try your summary again.

A summary is written in paragraph format. A good rule is to make your summary about one-fourth as long as the original reading. However, the length of any summary depends on the number of details in the original reading. If the original reading is dense with information, your summary will be longer than a quarter of the original piece. If the original reading contains a lot of minor supporting details, your summary may be quite short.

QUICK TIPS SUMMARY ESSENTIALS

- ✓ A summary is a shortened passage, written in paragraph form, that condenses the major points of a reading.
- ✓ A summary includes transitions, or signal words, in order to show the relationship between ideas.
- ✓ A summary of a reading must make sense on its own.
- ✓ A summary must reflect the structure the author intended in the original passage as well as the author's purpose for writing.
- ✓ A summary does not contain minor details.
- ✓ Main idea + major supporting details in paragraph form = summary.

www.EnglishPro.ir

How to Write a Summary

To write a summary, you need to apply everything you have learned so far about approaching a reading. In addition, you will need to use your skills of determining the main idea of a passage, as this is the foundation of a summary. Furthermore, you have to separate major details from minor details.

1. Find the topic of the reading.
2. Determine the author's purpose.
3. Determine the pattern of organization.
4. Determine the main idea.
5. Identify the major supporting details.
6. Paraphrase 4 and 5 into your own words, paying attention to the pattern of organization.

Thinking It Through SUMMARIZING A READING

Summary writing sounds complicated, but it is not as difficult as it first appears. You will see all the steps of summary writing modeled here and then you will write a summary of the main points of the article "His Brain, Her Brain," by Nancy Shute from page 193. You have already determined the thesis as well as the main ideas and major supporting points in the reading. Now all you need to do is arrange these points into paragraph form. Because the original article is about a page in length, you will aim for about half a page in length for the summary. A summary begins with the main idea of the entire reading and then moves into the major supporting points. You do not want to be repetitive or add unnecessary details and lists. As you can see, finding the main ideas of paragraphs is an excellent tool in writing a summary because a topic sentence is the main point of a paragraph—*and a main point in a paragraph becomes a major supporting detail of a whole article.*

Remember, in a summary, you aim to paraphrase ideas. So paraphrase the main idea sentences rather than copying a topic sentence. Go back to the article on page 193 where you have underlined the main points and listed the major details of each paragraph. Then write down just the major ideas.

Title and author: _____

(Continued)

www.EnglishPro.ir

THE MAIN IDEAS AS EXPRESSED BY THE AUTHOR	YOUR PARAPHRASED MAIN IDEAS AND MAJOR SUPPORTING DETAILS
Thesis:	
Topic sentence of paragraph 2:	Your paraphrase of the main idea: The supporting details of paragraph 2:
Topic sentence of paragraph 3:	Your paraphrase of the main idea: The supporting details of paragraph 3:
Topic sentence of paragraph 4:	Your paraphrase of the main idea: The supporting details of paragraph 4:
Topic sentence of paragraph 5:	Your paraphrase of the main idea: The supporting details of paragraph 5:

www.EnglishPro.ir

Compare your answers with those that follow.

Title and author: "His Brain, Her Brain," by Nancy Shute

THE MAIN IDEAS AS EXPRESSED BY THE AUTHOR	YOUR PARAPHRASED MAIN IDEAS AND MAJOR SUPPORTING DETAILS
Thesis: The verdict: Female and male brains differ in both structure and function, and many of those variations start in the womb.	*Male and female brains are different physically and differences are evident from how we behave.*
Topic sentence of paragraph 2: Male and female brains differ in how they're built, with some parts larger in men, others larger in women.	*Male and female brains differ in structure and size.* *1. Size* a. *Women's brains are 10 percent smaller.* b. *Women do as well on IQ tests.* *2. Men have more gray matter—the brain's information-processing centers—and women have more white matter, connecting the processing centers.* *3. Women's brains might be more efficient.* a. *Women use their frontal lobes.* b. *Men use matter distributed throughout the brain.* *4. This knowledge impacts treating diseases of the brain.*
Topic sentence of paragraph 3: When it comes to putting brains to work, women and men have their own areas of expertise.	*Because of their brain differences, men and women are good at different things.* *1. Men are better at:* • *spatial tasks* • *navigating* • *high-end math* *2. Women are better at:* • *words and verbal memory* • *remembering landmarks and objects*

(Continued)

www.EnglishPro.ir

Topic sentence of paragraph 4: The big question, of course, is whether the differences in his and her brains cause the variation in cognitive skills or whether society pushes women toward verbal, people-oriented tasks, and men toward quantitative fields like engineering.	*The question is whether differences in the brain cause differences in ability between men and women or whether it is environment or nurture that explains these differences.* *1. The number of women in science has increased in last 30 years, but is still not equal to number of men in math, engineering, and physics.*
Topic sentence of paragraph 5: The nature vs. nurture debate continues 25 years later, but it is becoming more pragmatic as researchers use MRIs and other brain-imaging tools that show differences in male and female brains even when performance is identical.	*Today, while the nature versus nurture debate continues, technology that allows imaging of the brain can confirm gender brain differences, even when the performance is the same.* *1. In the past, people were concerned that sex differences in the brain would result in discrimination.* *2. Today, there's more tolerance of differences.*

Put these ideas into paragraph form to create your summary. Be sure to use appropriate transition words to show the connections between the ideas.

www.EnglishPro.ir

Compare your summary with that written by a partner or others in your small group. Do you all have the main points in your summaries? Whose summary seems most precise and clear? Why? Now compare your summary to this example of a summary. Remember, summaries can be worded differently, but they must all contain the main idea and the major supporting details.

> In "His Brain, Her Brain," Nancy Shute discusses the differences between male and female brains. Male and female brains are different physically, and these differences are evident from how we behave. First, male and female brains differ in structure and size. Women's brains are 10 percent smaller than men's, but men and women do equally well on IQ tests. Whereas men have more gray matter (which is in the brain's information-processing centers), women have more white matter, connecting the processing centers of the brain. In addition, women's brains might be more efficient because they use their frontal lobes more, whereas men use matter distributed throughout the brain. This information impacts the treatment of diseases of the brain. Second, because of their brain differences, men and women are good at different things. While men generally are better at spatial tasks like navigating and high-end math, women are better at using words and verbal memory, and at remembering landmarks and objects. Third, the question arises about whether differences in the brain cause differences in ability between men and women or whether it is environment that explains these differences. Although the number of women in science has increased in the last 30 years, their numbers still do not equal those of men in the fields of math, engineering, and physics. Last, today, while the nature-versus-nurture debate continues, technology that allows imaging of the brain can confirm gender brain differences, even when the performance is the same. Whereas in the past people were concerned that sex differences in the brain would result in discrimination, today there's more tolerance of differences.

Note the underlined transition words that help create flow in the preceding summary.

On Your Own SUMMARIZING A READING

Return to the On Your Own: Finding the Main Idea on page 196. Using the main ideas you found for each paragraph, combine these to write a summary of the whole reading. Remember, the main ideas of the body paragraphs become supporting details of a whole reading! Keep in mind that there are 12 paragraphs, with an introductory and concluding paragraph. Also, there are three subsections, so you will want to aim for three paragraphs in your summary. First cite the title of the reading and the authors' names. Then state the thesis of the reading. Next, organize the supporting details (the main ideas of each of the body paragraphs) into a paragraph for each subsection. Remember to use transition words to connect your ideas.

(Continued)

www.EnglishPro.ir

VOCABULARY STRATEGY

Recognizing Root Words

In Chapter 2, you learned to focus on prefixes and suffixes in a word, just as you learned to look at supporting details in a reading. Here, you will look at the main part of a word, its root, just like you have been examining the main idea of a reading. There are many languages that have contributed to English and that continue to expand and enhance our language. The most common languages that form the basis of English are Latin and ancient Greek, as well as words that come from older versions of the English and French languages. Many of the words we use today originate from these sources.

Root words are the primary units in words. *Primary* refers to the part of a word that cannot be reduced to a smaller unit. Consider the word *prescription*. This word can be divided into three parts.

www.EnglishPro.ir

pre	+	**script**	+	**ion**
prefix	+	root word	+	suffix
before	+	to write	+	means the word is a noun

So, if directly translated, *prescription* means something that was written before. Consider that doctors write prescriptions to make a patient better. A prescription is written before a person regains his or her health.

In some cases, root words can function as prefixes, or at the beginning rather than the end of the word. The word *autobiographical* is a word that contains two roots. In this case, *auto* functions as a prefix.

auto	+	**bio**	+	**graphic**	+	**al**
prefix	+	root word	+	root word	+	suffix
self	+	life	+	to write	+	indicates an adjective

A direct "translation" of *autobiographical* is "self, life, and writing." Autobiographical writing is writing about one's own life. Notice how a root word is not on its own, but rather is accompanied by prefixes and suffixes. You will need to use your knowledge of both prefixes and suffixes when identifying root words.

Here are some common root words found in academic reading. Be alert to these roots and open to noticing and learning others as they come up in your reading. Once you begin to look for them, you will realize how common they are.

TABLE 3.3 COMMON ROOT WORDS

ROOT WORD	MEANING	EXAMPLE	PREFIX AND/OR SUFFIX
anthrop	man/human	Anthropology—the study of humans *Anthropology is the academic study of humans and culture.*	ology = study of
astro	star	Astronaut—one who travels space *Astronauts are specifically trained to cope with the rigors of space travel.*	naut = sailor (as in nautical = water)
bio	life	Biology—the study of life *Biology is the science of life.*	ology = study of
demos	people	Democracy—government run by the people *To live in a democracy provides freedoms and options not found in political systems of dictatorship.*	cracy = govern, rule

(Continued)

www.EnglishPro.ir

ROOT WORD	MEANING	EXAMPLE	PREFIX AND/OR SUFFIX
derma	skin	Epidermis—outer layer of skin *A dermatologist is a medical specialist in the study of the epidermis.*	epi = over, on
gamy	spouse	Monogamy—one spouse *Monogamy is the only acceptable legal union in the United States; not so in other countries.*	mono = one
gen	race, kind, grow	To generate—to grow *Studies have suggested that anti-depressant medication prompts neurons to generate new connections, which takes time.*	erate = verb form
hydro	water	Hydrate—to fill with water *To hydrate before long-distance running is as important as it is to all endurance sports.*	ate = verb form
hypno	sleep	Hypnotism—the act of putting to sleep/trance *The warmth and gentle hum in the classroom was hypnotic.*	ism = noun ending ic = adjective ending
man(u) script	hand write	Manuscript—written by hand *The manuscript was irreplaceable because no copies had been generated.*	
pod/ped	foot *ped* also means "child"	Pedal—operated by foot Pediatrics—study of child medicine *The pediatric nurse was an expert in dealing with the traumatized child.*	al = adjective ending iatrics = from the Greek *iatros*, meaning "healer" or "physician" ic = adjective ending
psycho	mind	Psychology—the study of the mind *To understand the criminal mind it is necessary to contemplate the psychology of the antisocial act.*	ology = study of
pop	people	Populace—a group of people *The populace was excited to welcome the dignitaries to the capital city.*	ace = noun ending

www.EnglishPro.ir

TABLE 3.3 COMMON ROOT WORDS *Continued*

ROOT WORD	MEANING	EXAMPLE	PREFIX AND/OR SUFFIX
script	write	Prescription—to write before (pre) *The experts prescribed alternatives to our existing reliance on fossil fuels.*	pre = before ion = noun ending ed = verb ending
spec	look	Spectator—someone who looks *The spectator watched the game with great interest.*	or = noun ending
terra	earth	Extraterrestrial—from outside the earth *The terraforming of Mars by making it livable to external life conjures images of extraterrestrial civilizations seen in bad science-fiction movies.*	extra = beyond ial = adjective ending ing = verb ending
thermo meter	heat measure	Thermometer—measure of heat *The thermometer indicates that the outside temperature is hovering above freezing.*	
ver	truth	Verify—to determine truth *To verify your risk in assuming a loan of some proportion, banks check three credit reporting agencies.*	ify = verb ending
zoo	animal	Zoology—the study of animals *The late Steve Irwin, known as the "Crocodile Hunter," made the study of zoology fascinating and accessible to countless people.*	ology = the study of
FAMILY RELATIONSHIPS			
mater/matri	mother	Maternal—motherly *Her maternal instincts compelled her to become a teacher.*	al = adjective ending
pater/patri	father	Paternity test—test of fatherhood *Before accepting responsibility for child-support payments, the millionaire insisted on taking a paternity test to assure the child's parentage.*	ity = noun ending

(Continued)

www.EnglishPro.ir

ROOT WORD	MEANING	EXAMPLE	PREFIX AND/OR SUFFIX
frater/fratri	brother	Fraternity—brotherhood club *Fraternity hazing, of long concern, is being banned on an increasing number of college campuses.*	ity = noun ending
soror	sister	Sorority—sisterhood club *Sororities have become increasingly popular, although they are not as numerous as fraternities on college campuses.*	ity = noun ending

On Your Own RECOGNIZING ROOT WORDS

Choose 10 of the root words listed in Table 3.3. Without using the dictionary, write down at least one word that you know containing this root. Next to the word, write a definition using the meaning listed in the chart. Then, write your word in a sentence, providing context clues that clearly reveal the word's meaning. Share your sentences with a partner or in class discussion.

Original Word from Chart	Your New Word	Your Definition
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

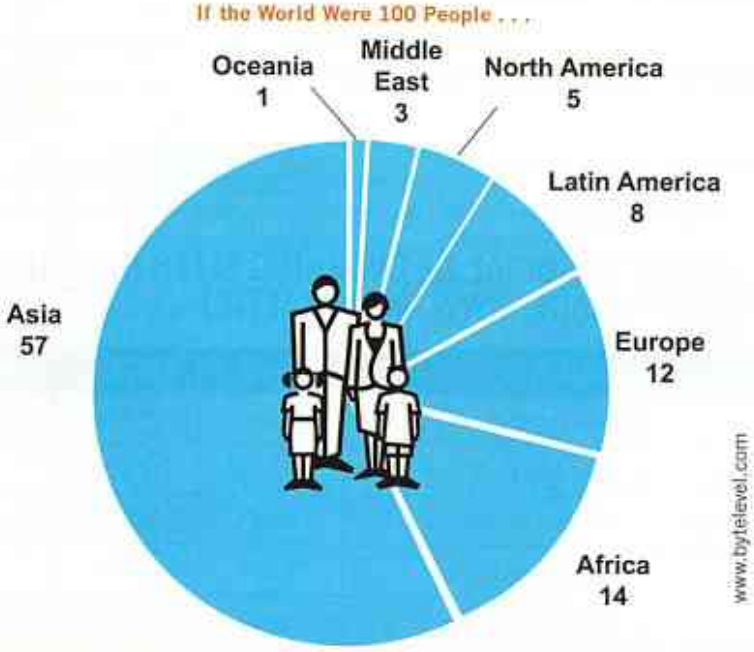
www.EnglishPro.ir

UNDERSTANDING GRAPHICS

Finding the Main Idea in Visual Aids

To find the main idea in a graphic, consider the same steps you would when reading text. In Chapter 1, you learned how to understand the topic and structure of a graph. In Chapter 2, you learned how to interpret the relationship between ideas. Here, you will focus on finding the main idea. To read for main idea in graphics:

1. Determine the topic.
2. Determine the pattern of organization.
3. Determine the most important point.



If the world's population of 6.3 billion people were represented by just 100 people, where would they live?

1. **Determine the topic.** *This pie chart shows the distribution of the world's population by continent.*
2. **Determine the pattern of organization.** *The pattern of organization is comparison and contrast, comparing the population ratios around the world.*
3. **Determine the most important point.** *The main point is that the majority of the world's population is in Asia.*

www.EnglishPro.ir

On Your Own FINDING THE MAIN IDEA IN VISUAL AIDS

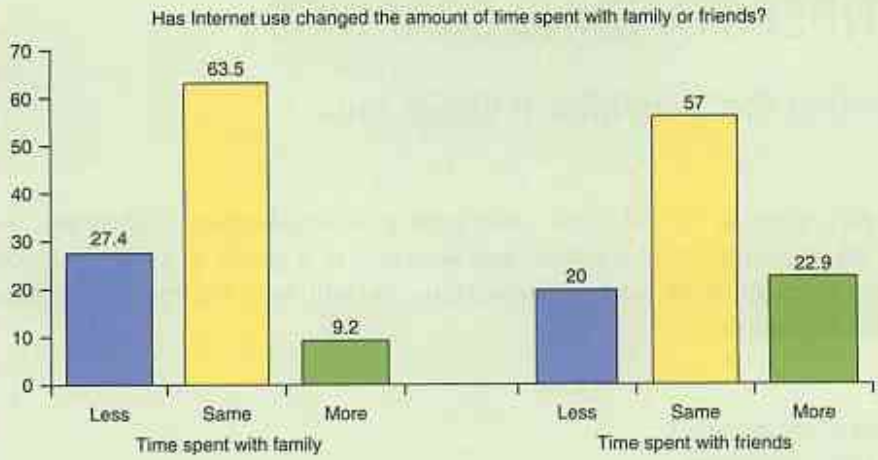


FIGURE 3.2
The Impact of the Internet on Teenagers' Face-to-Face Communication

1. What is the topic of the bar graph? _____

2. What is the pattern of organization of the bar graph? _____

3. What is the main idea of the bar graph? _____

TABLE 3.4 U. S. VISITS TO SOCIAL NETWORKING SITES IN JUNE 2008 (INTERNET USAGE, WWW, WEB TRAFFIC)

RANK	NAME	DOMAIN	JUN–08	JUN–07	GROWTH
1	MySpace	www.myspace.com	71.92%	77.42%	−6%
2	Facebook	www.facebook.com	16.91%	11.60%	40%
3	myYearbook	www.myyearbook.com	1.54%	0.33%	318%
4	Tagged	www.tagged.com	1.08%	0.69%	45%
5	Bebo	www.bebo.com	1.05%	1.52%	−41%

Source: Hitwise

1. What is the topic of Table 3.4? _____

2. What is the pattern of organization of Table 3.4? _____

3. What is the main idea of Table 3.4? _____

www.EnglishPro.ir

Applications

APPLICATION 1

This is an article from *Time* magazine about the global expansion of online dating. As you can imagine, overseas cultures are different in some ways from American culture. As a result, adjustments need to be made to how online dating sites operate overseas. Preview the article and write down your answers to the following questions.

1. What is the topic of the article? _____
2. What is the pattern of organization suggested by the topic? _____
3. What is the author's purpose? _____
4. What is the author's main idea about the topic (in your own words)? _____
   _____
   _____
5. Underline the thesis of the article—the sentence that has the same ideas as you wrote in question 4. _____
6. Underline the topic sentence of each paragraph. If a paragraph does not contain an explicit topic sentence, write down its main idea.
7. After reading this selection, analyze the related graphic using the procedure you learned in this chapter.
8. Discuss the comprehension questions following the reading.

We Just Clicked

by Lisa Takeuchi Cullen and Coco Masters

1 At the global headquarters of eHarmony in Pasadena, Calif., one blue wall is papered with testimonies of love: snapshots of couples who met on the Internet matchmaking site and subsequently got hitched. There are older couples, military couples, kissing couples, couples with physical disabilities, couples dressed in wedding whites. Soon, if all goes as planned, there will be Chinese couples, Indian couples, European couples, many dressed in the brilliant matrimonial hues of their cultures. They're going to need a new wall.

Topic of paragraph 1:

Main idea in your own words:

2 Once a practice as provincial as it was personal, the art of pairing up people for marriage has become an increasingly **international** and technology-driven business. As young people all over the world move far from home for school

What two word parts are combined in the word *international*? What do the parts mean?

www.EnglishPro.ir

and work, even those from tradition-bound cultures can no longer rely solely on the resources of crafty aunties to find them suitable mates. Enter the Internet, where marriage and dating sites began to appear a decade ago and have multiplied rapidly over the past several years. In the United States alone, there are close to 1,000 such sites, led by Match.com, eHarmony, and Yahoo! Personals. The industry rang up $649 million in revenues in 2006, according to Jupiter Research, a market-research firm. With growth slowing in the United States, Web matchmaking giants are eyeing fertile potential markets such as China and India. But an international match presents hurdles in business as in love: differing societal attitudes, wily competition, and cultural quirks to bewilder the most sophisticated suitor. Love, it turns out, isn't the same in every language—not even close.

Underline the main idea of paragraph 2.

3 Love is, however, a lucrative and recession-proof business, and that makes **translating** it worth the effort. As far back as the Paleolithic era, arranged marriages served to forge networks between family groups, writes Stephanie Coontz in *Marriage, a History*. Families exchanged daughters and sons for labor, land, goods and status. These matches were so important that, in almost every society, a community member eventually set up shop in setting up unions; in northern India, it was the barber's wife, the *nayan*. "Be a matchmaker once," goes the Chinese saying, "and you can eat for three years."

What does the prefix trans mean in *translating?*

Underline the main idea of paragraph 3.

4 In the United States matchmaking took off as an industry only in this decade, with the arrival of Internet dating sites. Suspicion and disdain eased into acceptance as more Americans found a partner—or at least a date and not a nut—on the sites. Of the 92 million unmarried Americans 18 and older counted by the census last year, about 16 million have tried online dating, according to the Pew Internet & American Life Project. In 2003 online daters increased 77 percent. With sites charging $35 a month on average, revenues popped accordingly. Growth has ebbed of late to about 10 percent a year, say analysts, partly because of the competing popularity of social-networking sites. You can flirt on Facebook too—and for free.

Underline the main idea of paragraph 4.

5 If a country with little tradition of matchmaking can embrace a version of it online, then it follows that cultures long used to a third party's hand in love affairs would do

www.EnglishPro.ir

the same. That's what many Western companies seem to believe anyway, judging by their expansion strategies. Match.com, the leading online dating site in the United States, began exploiting first-mover advantage through international acquisitions in 2002. Now in 35 countries, the Dallas-based company says 30 percent of its 1.3 million members live outside the United States, accounting for 30 percent of its $350 million 2007 revenues (the bulk of its 15 million members just browse for free).

Underline the main idea of paragraph 5.

6 But it has learned along the way that its model does not always translate. On Match, users post personal profiles and photos, attracting and perusing potential mates in what resembles a colossal bar scene. While many Americans like the freedom and convenience, single women in Japan felt threatened by the lack of privacy. Plus, parts of the profiles weren't culturally appropriate, as Match CEO Thomas Enraght-Moony learned over lunch in a Tokyo restaurant with his country **manager**. "He pointed to the women there and said, 'We really don't need to ask for hair color. We all have the same,'" says Enraght-Moony. In Scandinavia, on the other hand, the 2.2 million Web-savvy singles were long used to dating online. To differentiate itself from local competitors when it launched there in 2003, Match toned down its window-shopping aspect and played up the promise of long-term love. "The dream here is not to marry a millionaire prince," says Johan Siwers, vice president of Northern Europe. "The dream is to live a good life in the countryside and be happy." Match now rules the Scandinavian market, with 1.5 million members.

What does the root *man* mean? How does it relate to *manager*?

Topic of paragraph 6:

Main idea in your own words:

7 One way United States online matchmakers seek to set themselves apart from local competitors is science. Mat ch hired Rutgers University **anthropologist** Helen Fisher to devise a compatibility test for a spin-off called Chemistry.com. As Chemistry prepares to launch abroad, Fisher is confident that the test—56 questions that place users in four temperament categories—is applicable to any culture. The societal trends that drive online matchmaking in the United States apply in much of the world, after all: women going to work, young people migrating far from home and, perhaps most important, a newly pervasive insistence on love as an essential ingredient

What does *anthropologist* mean, based on its root and suffix?

Underline the main idea of paragraph 7.

www.EnglishPro.ir

of marriage. Fisher cites a study that asked 10,000 people of 36 cultures about their No. 1 criterion for marriage. "Everywhere, the answer was love," she says.

8 That bodes well for the international hopes of eHarmony, the leader among compatibility-focused sites in the United States Started in 2000 by Neil Clark Warren, the folksy clinical psychologist who starred in the company's ads, eHarmony poses 436 questions to users in order to find them the best match. It has since accrued 17 million members, 230 employees, $200 million in annual revenues and 30 percent yearly growth. That's not to mention marriages at a rate of 90 a day, unions that so far have produced 100,000 children (a disproportionate number of them named Harmony).

Topic of paragraph 8:

Main idea in your own words:

9 But rather than dive quickly into promising markets, eHarmony has remained devoted—some would say slavishly—to its research-based model. In China, that means commissioning researchers at Beijing University to find out whether its model—in which 29 "dimensions" such as humor and spirituality are mined for compatibility—applies to the culture. Kaiping Peng, a professor of **psychology** at the University of California, Berkeley, who is assisting eHarmony, is unsure. "What is the best match might not be about matching exactly," he says. "Maybe it's complementary—like the yin and the yang." Americans are drawn to eHarmony's deeply probing questionnaires because as a culture we seek to know ourselves. "That probably is not necessarily the teachings of Asian philosophies and religions. Buddha used to talk about diminishing self—don't look at yourself, look at others for information and for guidance."

What does the root *psych* mean in *psychology*?

Underline the main idea of paragraph 9.

10 Perhaps those cultural differences explain why no Western company has yet won the Chinese single's hand. And what a hand: 46 percent of those 35 and younger are unmarried, according to a university study, and that percentage is increasing. Sixty million Internet users are of marrying age, according to Shanghai-based market-research company iResearch, a population that will grow about 20 percent a year, to 128 million in 2010. In Beijing alone, there are more than 2 million marriage-age singles. Local competition is rife. Chinese matchmaking sites had 14 million registered users in 2006, a number iResearch says will triple by 2010.

Underline the main idea of paragraph 10.

www.EnglishPro.ir

11 China should be a natural haven for online matchmaking. Up until a century ago, marriage-registration forms required the seal of an "introducer." Young, educated professionals seem open-minded. Even today, the off-line matchmaking business remains robust; there are a reported 20,000 agencies, many run by local governments and bearing such dreamy names as the Beijing Military and Civilian Matchmaking Service and the Tianjin Municipal Trade Union Matchmakers' Association. The imbalance of **genders** brought on by the single-child rule (many parents opted to keep only a male baby) has also led to a desperate demand for matchmakers among rural men, opening the door to unscrupulous brokers who con women into unions.

What does the root *gen* mean in *genders*?

Underline the main idea of paragraph 11.

12 Western online matchmakers, however, do face challenges in gaining a foothold in the Chinese matchmaking market. Of the 14 million Chinese Internet daters, only 500,000 pay **subscription** fees; thus industry revenues are estimated at just $24 million, according to iResearch. Paying users are expected to rocket to 3 million by 2010, generating sales of at least $160 million. But fees are minimal compared with the $59 per month charged by the likes of eHarmony. "In China, if you charge money, you'll die fast," says Gong Haiyan, CEO and founder of the leading Web dating site, Jiayuan (formerly Love21cn). Chinese sites rely instead on online advertising and ticket sales from events such as speed-dating mixers that charge about $13 for admission (parents who tag along have to pay too). Another popular dating site, 915915.com.cn—in Chinese, the numbers sound like "only want me"—set up a "love cruise" in 2006 on the Huangpu River near Shanghai to introduce men worth at least 2 million yuan ($274,000) to attractive women. Edward Chiu, CEO of ChinaLoveLinks, says his free Web sites steer users to his 30 off-line matchmaking offices, where they can pay fees totaling up to $6,000. Both eHarmony and Match say they have yet to decide how to adjust their subscription-based models to the market.

What do *sub* and *script* mean in *subscription*?

Underline the main idea of paragraph 12.

13 Like China, India has a long history of and cultural comfort with matchmaking; as many as 90 percent of weddings are arranged, says Patricia Oberoi, a Delhi-based sociologist. There are 60 million singles ages 20 to 34, and 71 percent believe arranged marriages are more successful

www.EnglishPro.ir

What does the root *matri* mean in *matrimonial*? How can you explain how the meaning of the root word fits in with the modern meaning of this word?

Underline the main idea of paragraph 13.

What does the root *spec* mean in *prospective*?

Underline the main idea of paragraph 14.

than "love" marriages. But with so many moving to cities or even abroad—up to a third of the population, according to the latest census—the Internet is proving preferable to the services of the village *nayan*. So-called **matrimonial** sites first appeared 10 years ago and today make up half the world's matchmaking sites. Like U. S. sites, they offer free viewing but charge about $40 to subscribe for three months. BharatMatrimony, a leading site, claims 10 million members and, in its 10 years, a million marriages. Another, named Shaadi, boasts 800,000 matches. Industry growth in India could be even more explosive than in China; users have doubled every year. Sales are growing 50 percent annually and reached $30 million in 2006. "Online matrimony has become a mainstream activity, like checking e-mail," says Uday Zokarkar, business head of BharatMatrimony.

14 Partly because India's matrimonial sites have already succeeded in wooing the nation, Western companies have hesitated at the door. "India is a very different business, and we just haven't got there yet," says Match's Enraght-Moony. For instance, sites there make matches on the basis of factors unfamiliar to outsiders, including caste, language and "character"—a euphemism for chastity. About 15 percent of profiles are filled in not by the **prospective** bride or groom but by their parents. And now Indian sites are challenging Western matchmaking companies on their own turf. Shaadi CEO Vibhas Mehta says 30 percent of its business comes from the United States, Europe, Australia and the Middle East. Perhaps love needs no translation after all.

On a separate sheet of paper, write a summary of the article following the steps outlined. Remember to paraphrase the authors' wording and only include the major supporting points. Each paragraph should have a main point; there are 14 paragraphs, so your summary should be about a page in length.

www.EnglishPro.ir

COMPREHENSION CHECK

1 In your opinion, what is the most striking difference between the dating protocols or behaviors of persons in China and India and those of U. S. citizens? _____

2 Do you think that dating sites will continue to grow in popularity in Asia? Why or why not? _____

3 How are China and India's acceptance of American dating sites similar? How are they different? Use this chart to organize your thoughts. _____

SIMILARITIES	DIFFERENCES

4 What are the issues for American dating sites to be successful in Asian countries?

www.EnglishPro.ir

TABLE 3.5 NUMBER OF INTERNET USERS IN ASIAN COUNTRIES IN APRIL 2008

COUNTRY	APRIL 2007	APRIL 2008	GROWTH, %
Asia Pacific	280,418	318,623	14
China	90,274	102,848	14
Japan	53,685	55,260	3
India	22,395	28,375	27
South Korea	26,323	25,652	−3
Australia	10,048	10,904	9
Taiwan	9,245	10,388	12
Malaysia	7,462	8,327	12
Hong Kong	3,525	3,718	5
Singapore	2,216	2,298	4
New Zealand	1,937	2,161	12

Source: comScore

5 What is the topic of Table 3.5? _____

6 What is the pattern of organization? _____

7 What is the main idea? _____

_____

8 Based on this information, if you were a CEO of a matchmaking company, which countries would you target for business and why? In which countries would you not invest? Why not? _____

_____

_____

_____

www.EnglishPro.ir

APPLICATION 2

This is an excerpt from a college textbook on communications, *Contacts: Interpersonal Communication in Theory, Practice, and Context*, by Teri Kwal Gamble and Michael W. Gamble. Preview the reading and consider the topic, the pattern of organization, the authors' purpose, and the authors' main idea. Write down your responses or discuss your ideas with a partner.

1. Overall topic: _____
2. Overall pattern of organization: _____
3. Author's purpose: _____
4. Overall main idea (thesis): _____

_____

Next, find the important characteristics of each paragraph as you work through the margin questions. Last, discuss the Comprehension Check and/or write a summary of the whole passage as assigned.

Diversity and Cultural Contacts: Interpreting Through Different I's

by Teri Kwal Gamble and Michael W. Gamble

1 Most of us persist in maintaining the way we see the world—not necessarily as it is but as we have been conditioned to perceive it. Our culture and our past experiences create in us a quest for **perceptual constancy**—it is easier for us to keep seeing things as we have in the past than it is to revise our perceptions. We are more comfortable managing stimuli the way we have done so before. Once we learn to make sense of our world, we resist changing how we make that sense.

What does *perceptual constancy* mean? Use context clues.

Underline the main idea of paragraph 1.

2 The more our life experiences are like those of others, the more similarly we tend to perceive the world. The more dissimilar our life experiences are compared to others', the wider the gap between us becomes with respect to the way we see things and make sense of them. The fact is, not everyone makes sense out of experience in the same way. **Cultural** habits or **selectivities** see to that.

What are *cultural selectivities*?

Underline the main idea of paragraph 2.

www.EnglishPro.ir

What is the topic of paragraph 3?

What is the pattern of organization?

Write the main idea in your own words.

3 Every culture develops in its members particular cultural perspectives or ways of looking at the world. As we have seen, most Americans perceive it important to express their uniqueness and independence, whereas in Asian cultures the family and not the individual are paramount. These contrasting orientations have implications for interpersonal communication. Persons who are taught to be interdependent tend to be more sensitive and attentive to others. American children are taught to separate from their parents and develop self-reliance, but in cultures that value interdependence over independence, cooperation, helpfulness, and loyalty are nurtured instead. Thus, persons from these cultures tend to have more closely knit relationships and expect more from others.

What is the topic of paragraph 4?

What is the pattern of organization?

Write the main idea in your own words.

4 We see such differences play themselves out in how people process information. The Japanese, for example, develop a wider-angle view of experience than do Americans. They do not place themselves at the center of the universe. When students at the University of Michigan and Kyoto University were shown an animation of an underwater scene with a "focal fish" and other fish swimming among an array of undersea objects, the Japanese students made more references to the background elements while the Americans focused on the "focal fish." Americans believe that each person has a separate identity that needs to be identified and reinforced. They value the ethic of competition, the need to be number one. This orientation often causes difficulties for Americans when they interact with persons from other cultures who do not share this value, perceiving it to threaten them.

5 In the United States we have a culture that values youth and rejects the notion of growing old. Persons in Arab, Asian, Latin American, Native American, and African cultures do not share this perception.

Underline the main idea of paragraph 6.

6 Culture teaches us a world view. For example, when looking at the moon, a North American might report seeing a man on the moon while an American Indian is apt to say there's a rabbit, a Chinese person is likely to see a lady fleeing her spouse, and a Samoan will find a woman weaving. Whether we are judging beauty, describing snow, or evaluating the meaning of success, our culture influences our assessment of

www.EnglishPro.ir

reality. Individuals from different cultures are simply trained to observe the same cues differently; they interpret what they perceive through a cultural lens. Some years ago, researchers employed an apparatus resembling **binoculars** to compare the perceptual preferences of Native Americans and Mexicans. Each subject was shown ten pairs of photographs—one photo in each pair was of an element of Native American culture and one was of Mexican culture. After viewing the paired images through the device, the subjects reported their observations. Results revealed that both Native Americans and Mexicans were more likely to report having seen a scene from their own culture.

What does the prefix *bi* mean in *binoculars*?

7 Similarly, culture teaches us to behave in a particular manner when faced with a given set of conditions and to expect others to do the same. Misunderstandings can result, however, when one person operates according to a different set of assumptions and rules than another. Consider, for example, an American who expects that when conversing, acquaintances will maintain approximately an arm's length distance from each other.

Underline the main idea of paragraph 7.

8 What if that American is interacting with Arabs? In contrast to Americans, Arabs prefer to stand close enough in conversation to smell each other's breath. In fact, some Arabs feel insulted when they are restrained from approaching this closely; not to permit such closeness is akin to an insult. If we simply follow the rules and expectations of our own culture, without making an effort to understand whether those rules and expectations support or conflict with those of another culture, more than likely we will **misinterpret** or **misconstrue** the other person's intent. Sometimes such **misunderstandings** can lead us to distrust others. For example, imagine a white teacher questioning an African American student. As she answers her instructor, the African American student does not make eye contact with him. Because of the lack of eye contact, the teacher is apt to evaluate his student's behavior as disrespectful and may even conclude that the student is keeping something from him. On the other hand, the student keeps her eyes downcast because she has been taught that by exhibiting that behavior she is being not rude but respectful.

Misinterpret and *misconstrue* and *misunderstanding* all have a prefix in common. What does the prefix mean and how does it relate to each of the words?

Underline the main idea of paragraph 8.

www.EnglishPro.ir

Underline the main idea of paragraph 9.

9 Because we have not all experienced the same life lessons, even within a culture, we do not attribute the same meanings to the same behavioral cues. Our cultural nearsightedness, however, keeps us from recognizing this. Such deficient perceptual vision contributes to our misreading cues and missing opportunities to use the differences among people as a means to help ourselves perceive each other more accurately.

Underline the main idea of paragraph 10.

10 Our perception of reality, then, is not necessarily reality at all. Our interpretation of what we see may not be what is there. The more we make ourselves aware of the extent to which culture conditions us, the more we become willing to acknowledge our perceptual selectivities and open ourselves to alternative ways of perceiving. Once we do this, we will be able to better understand each other.

COMPREHENSION CHECK

1 What does the term *perceptual constancy* (paragraph 1) mean? Provide several examples that illustrate what the authors mean by this term. _____

_____

_____

_____

_____

_____

_____

2 What are typical American ways of seeing the world as outlined in this reading? _____

_____

_____

_____

_____

_____

_____

www.EnglishPro.ir

3 How do Asian cultural perspectives contrast with American perspectives? _____

_____

_____

_____

4 In paragraph 6, what does the study with both Native American and Mexican participants demonstrate? _____

_____

_____

_____

5 What are some cultural misunderstandings that the authors mention? How are these misunderstandings explained? _____

_____

_____

_____

6 The first sentence of paragraph 10 reads: "Our perception of reality, then, is not necessarily reality at all." What do the authors mean by this statement? _____

_____

_____

_____

7 Think of a time where there was a cultural difference between you and someone else. What was the situation? What was the misunderstanding? Why did the misunderstanding occur? _____

_____

_____

_____

www.EnglishPro.ir

APPLICATION 3

This is an article about MySpace and how the idea translates into Japanese culture. Apply the steps to finding the main idea of the whole article and also each paragraph or subsection. Preview the article and consider the topic, the pattern of organization, the author's purpose, and the author's main idea. Write down your responses to the questions below.

1. What is the topic of the article? _____
2. What is the pattern of organization suggested by the topic? _____
3. What is the author's purpose? _____
4. What is the author's main idea about the topic? _____

After you read the article, complete the Comprehension Check and look at the key points in the chart following the reading.

MySpace Faces Stiff Competition in Japan

by Yuri Kageyama

David Bleeker Photography.com/Alamy

Mixi, Japan's most popular social networking site, combines aspects of MySpace, Craigslist, Facebook, LinkedIn, LiveJournal, Amazon.com, and iTunes. According to *The Washington Post*, Mixi grabs 15 million users and 14 billion page hits per month. One in five Japanese people with Internet access are members.

What are the differences between the two online hangouts?

1 Visit Japan's top social-networking site, the 8-million-strong "Mixi," and you'll see prim, organized columns and boxes of stamp-size photos, not the flashy text and teen-magazine-like layout of its American counterpart, MySpace.com. The difference in appearance between the two online hangouts reflects

www.EnglishPro.ir

a broader clash of cultures and illustrates the challenge News Corp.'s MySpace faces as it jumps into the Japanese market.

2 Mixi knows how to thrive off the nation's cliquish culture so different from the aggressive me-orientation prevalent in American culture.

3 "MySpace is about me, me, me, and look at me and look at me and look at me," said Tony Elison, senior vice president at Viacom International Japan, which is offering its own Japanese-language social networking service here. "In Mixi, it's not all about me. It's all about us."

What is the basic difference between the two cultures as reflected in their social networking sites?

4 Mixi Inc. President Kenji Kasahara, 31, and others say the services merely reflect the cultural differences.

5 While self-assertion is quick and direct on MySpace, with posted profiles upfront about personal views, Japanese tend to be more reserved and prefer to gradually get to know each other.

6 The messages on Mixi are surprisingly positive: You look great. It's so nice seeing you. I feel the same way. Kasahara calls it a "friendly mood that values harmony."

7 "I feel people speak their minds on MySpace," he said. "Japanese tend to like peaceful communication. We're often told how heartwarming Mixi is."

What is the fundamental difference in interpersonal communication between these two social networking sites?

8 That doesn't mean MySpace won't try to compete. Analysts say MySpace, which arrived in Japan in November, has a chance for success because of its 50–50 partnership with Japanese Internet company Softbank Corp., which owns a part of Yahoo Japan and took over Vodafone's mobile business in Japan last year.

9 "The key is having a viable mobile strategy for MySpace in Japan," Ko Orita, a Seattle-based advertising consultant who gives advice on U. S.–Japan partnerships in the online media industry. "MySpace's openness has a very good application if you are a musician or a filmmaker and promote your content."

What is the key to MySpace's potential success in the Japanese market?

10 MySpace allows anyone with a valid e-mail address to sign up for free accounts. By contrast, Mixi requires an introduction from someone who is already a Mixi member, a bit like winning entry to an old-style club in this society long reputed as guarded against outsiders.

What is the difference between membership in Mixi and MySpace?

11 That feature, designed to give a sense of security and in-group feeling, has been critical in Mixi's success among shy

www.EnglishPro.ir

and conformity-driven Japanese. Mixi soundly defeats domestic social networking rivals as well as all other sites except Yahoo and Google.

12 Understanding Mixi's appeal is easy when you watch Jun Yamagishi, a 27-year-old salesman, during his lunch break. He connects with old friends casually and less obtrusively than with e-mail or telephone calls, which are better for more direct communication.

13 "It's been really easy to be able to keep in touch with all my friends," said Yamagishi, who checks Mixi every other day to see what everyone is saying. "I find Mixi really helpful, really useful for life."

14 Meeting friends of friends is just a click away on Mixi. Simply send a message and the person will either accept or reject it. Acceptance means Yamagishi has another friend.

15 The replies get forwarded to Yamagishi's cell phone through Mixi's mobile service that started in December. Yamagishi has also joined about 100 "communities," or clusters of Mixi members who gather around common interests, from orchid-growing to snowboarding.

What accounts for Mixi's success in Japan?

16 Mixi has evolved to be first and foremost a communication tool for people who are already friends, rather than an opportunity to meet new people or to express yourself both widespread goals on MySpace. (Smaller U. S. services such as Facebook also encourage in-group networking. Facebook has no Japanese-language version.)

17 Launched in 2004, Mixi arrived early and used that advantage to grow into a successful service used by one in every three Japanese in their 20s.

18 Kasahara dismisses MySpace's arrival with a nonchalant shrug.

What is a possible reason MySpace will not be so successful in Japan?

19 "It's not going to be easy for them to increase market share in Japan," the Mixi president said in a recent interview. "This tends to be a winner-take-all market, and also-rans have a hard time. No one is going to want to join (a social-networking site) that their friends aren't in."

20 Kasahara says Mixi is even considering challenging MySpace's turf abroad, although he said there are now no specific plans. South Korea's Cyworld Inc. launched a U. S. version of the site in August, though its millions of users are still mostly in Asia.

www.EnglishPro.ir

21 Mixi is projecting 4.8 billion yen ($40 million) in sales, mostly advertising revenue, for the fiscal year through March, more than double what it made the previous year. Its initial public offering last year earned more than 6 billion yen ($50 million), catapulting Kasahara to dot-com stardom.

22 Fumi Yamazaki at Technorati Japan, a blogging search company, isn't too upbeat about MySpace's chances in Japan as people usually don't want to switch social-networking services.

23 "Mixi and MySpace may be able to appeal to different needs," she said. "But there are some hurdles MySpace needs to overcome."

24 Even MySpace Japan Vice President Naoko Ando acknowledged MySpace isn't about to put Mixi out of business, but she believes Japanese can use both.

What is a possible way for Mixi and MySpace to both be successful in Japan?

25 Ando is hoping that Japanese may want to check out American musicians, who offer tunes, messages and virtual friendships on MySpace. The site plans to use its Softbank partnership to sign on Japanese artists.

26 MySpace also has strengths in video sharing. It's among the leading sites where users post video clips, but MySpace does not yet offer video sharing in its Japanese service and is trying to win over copyright protection groups here, said Softbank spokesman Takeaki Nukii. Mixi started offering video sharing earlier this month.

What are the strengths MySpace can offer?

27 The look and mood of MySpace's Japanese site, however, will not differ from the American original.

28 MySpace claims it has drawn more than a 100 million people worldwide, including thousands of Japanese who already used MySpace in English, according to the company. Softbank declines to say how many have subscribed to the Japanese version of the site.

29 Michiko Yoshida, who studies social networking at Fujitsu Research Institute in Tokyo, thinks MySpace's emphasis on self-assertion will have only niche appeal in Japan, but she also believes people may be slowly outgrowing Mixi.

30 "There may be a lot of information," said Yoshida. "But people are starting to realize that much of it is simply garbage."

www.EnglishPro.ir

TABLE 3.6 TOP 3 SOCIAL NETWORKING SITES (IN TERMS OF MEMBERSHIP)

	RANK ONE	RANK TWO	RANK THREE
Brazil	Orkut	MSN Spaces	Gazzag/Octopop
Bulgaria	MySpace	Yahoo Blog	MSN Spaces
Canada	Facebook	MySpace	hi5
France	Facebook	Copains d'avant	MySpace
Germany	MSN Spaces	Orkut	MySpace
India	Yahoo Blog	Orkut	Yahoo! 360°
Indonesia	Friendster	Yahoo Blog	MSN Spaces
Japan	Mixi	GREE	Mobage-town
Netherlands	Hyves	LinkedIn	MSN Spaces
Poland	Nasza-kalsa.pl	Grono.net	MSN Spaces
Russia	V Kontakte	Odnoklassniki.ru	Moy mir
Serbia	Facebook	MSN Spaces	MySpace
Slovakia	Friendster	MSN Spaces	—
South Africa	Facebook	Mxit	MSN Spaces
Taiwan	MSN Spaces	Wretch	Yahoo Blog
UAE	MSN Spaces	Facebook	Yahoo Blog
US	MySpace	Facebook	LinkedIn

www.EnglishPro.ir

COMPREHENSION CHECK

1 What is the problem with MySpace in Japanese culture?

_____
_____
_____
_____
_____

2 List the problems encountered in Japanese culture with a social networking site such as MySpace.

_____
_____
_____
_____
_____

3 This article outlines cultural differences between American and Japanese culture. Fill in the supporting details contrasting these two worldviews in the chart that follows.

AMERICAN CULTURE	JAPANESE CULTURE

4 What is the topic of Table 3.6? _____

5 What is the pattern of organization of Table 3.6? _____
_____

6 What is the main idea of Table 3.6? _____
_____

www.EnglishPro.ir

7 Based on this information, which countries have tastes in social networking similar to U. S. tastes? Why do you think that is? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Author's purpose	
To inform	
To instruct	
To persuade	
To entertain	
Main idea	
Topic sentence	
Thesis	
Summary	
Root word	

www.EnglishPro.ir

GROUP ACTIVITY: CULTURAL ANTHROPOLOGIST PROJECT

Cultural anthropologists study different cultures throughout the world. One of the important aspects of being a cultural anthropologist is to try to see other cultures objectively and not impose ethnocentric judgments and cultural norms onto others.

Use a search engine such as Alta Vista, Google, or Yahoo, to find additional information about another culture. Present your findings to the class for group discussion. Topics might include:

- Intercultural business
- Intercultural dating
- Norms and behaviors in other cultures that differ from ours
- Gender issues in communication
- Communication issues in relationships
- Subcultures in the United States

REFLECTIVE JOURNAL QUESTIONS

1. In your other classes, how can finding the main idea in readings help you to prepare for class discussion and tests? How will you employ this strategy in your college reading?
2. Choose a passage of about a page in length from a text you are reading for another class. Summarize this passage using the skills you have learned.

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a response to submit to your instructor.

1. What do you believe is the most significant reason for gender miscommunication? What do you think can be done to lessen the "war between the sexes"?
2. Several readings in this chapter concern differences between cultures and how those differences impact communication. Based on these readings, choose three strategies you think would be effective in increasing understanding within and among subcultures in our country?
3. What are the qualities needed for an individual to overcome communication problems with other cultures, in business or dating, for example? Choose three qualities (behaviors, techniques, or attitudes) that characterize a successful intercultural communication. Support your answer with specific examples.

www.EnglishPro.ir

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

The Pitfalls of E-mail

by Marina Krakovsky

1 We assume that the opportunity to edit our written words means we put our best foot forward, but a recent study suggests that communicating via e-mail alone can doom a relationship.

2 [1]Janice Nadler, a social psychologist and Northwestern University law professor, paired Northwestern law students with those from Duke University and asked each pair to agree on the purchase of a car. [2]Researchers instructed each team to bargain entirely through e-mail, but half the subjects were secretly told to precede the negotiation with a brief getting-to-know-you chat on the phone. [3]The results were dramatic: Negotiators who first chatted by phone were more than four times likelier to reach an agreement than those who used only e-mail. [4]In the study, which will appear in the *Harvard Negotiation Law Review*, subjects who never spoke were not only more likely to hit an impasse but they often felt resentful and angry about the negotiation.

3 [1]While all sorts of online exchanges can be misunderstood, social scientists say that faceless strangers are especially likely to run into problems. [2]"Through that initial phone call, people become real," says Susan Barnes, a professor of communication at Rochester Institute of Technology in New York. [3]Simply foregoing common pleasantries can make a message come across as rude—especially if communicators don't know each other. [4]A rushed e-mail may give the impression that the exchange is unimportant. [5]And, because first impressions set the tone for subsequent interaction, Barnes says, the exchange can quickly go downhill.

4 [1]Nadler says the missing element in electronic communication is rapport, that in-sync state that's easier to establish in person or by phone. [2]Facial expressions, gestures, tone of voice—all these social cues are missing in e-mail (and smiley-face "emoticons" can do only so much to replace them). [3]But because messages travel almost instantly, people act as if they're in a face-to-face conversation, says David Falcone, a psychology professor at La Salle University in Philadelphia. [4]Because of this illusion of proximity, we're duped into thinking we can communicate about touchy subjects, such as disagreements or criticisms, and that the tone of our writing will be perceived correctly.

5 [1]Furthermore, says Nadler, just because we can send a message anytime doesn't mean someone is there to receive it. [2]Yet people often fear a delayed reply is a potential blow-off.

6 [1]And when we feel slighted, we are more apt to throw a fit via e-mail than we would by phone. [2]"The anonymity of e-mail leads to rudeness," says Barnes, adding we may not

(*Continued*)

www.EnglishPro.ir

feel accountable, especially if we've never actually spoken to the other person. [3]Even if we mean well, the lack of second-by-second feedback, by which we constantly adjust our words in conversation, can cause us to go on blithely composing messages that will rub the recipient the wrong way. [4]John Suler, a psychologist at New Jersey's Rider University who specializes in cyberspace behavior, believes that talking first on the phone might set expectations at an appropriate level—an effect that then carries over into the e-mail relationship.

7 [1]The less we know someone, the more likely we are to engage in what therapists call transference, the tendency to project our desires or fears onto another person. [2]Without social cues, says Falcone, these tendencies can run wild, causing us to interpret messages in ways that are "overly self-affirming and, potentially, extremely inaccurate." [3]Suler adds that in the negotiation study, the initial phone call may have served as a "transference antidote," making the partners more real to each other.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the topic of this reading?

A. E-mail
B. E-mail, relationships, and communication
C. E-mails and relationships
D. Relationships and cyberspace

2 What is the overall pattern of organization?

A. Comparison and contrast
B. Sequence or process order
C. Cause and effect
D. Definition and example

3 What is the author's purpose in writing this article?

A. To inform
B. To persuade
C. To entertain
D. To persuade and inform

4 Which sentence expresses the thesis of the article?

A. We assume that the opportunity to edit our written words means we put our best foot forward, but a recent study suggests that communicating via e-mail alone can doom a relationship.
B. Negotiators who first chatted by phone were more than four times likelier to reach an agreement than those who used only e-mail.

www.EnglishPro.ir

C. And when we feel slighted, we are more apt to throw a fit via e-mail than we would by phone.
D. The less we know someone, the more likely we are to engage in what therapists call transference, the tendency to project our desires or fears onto another person.

5 What is the topic sentence of paragraph 2?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. Sentence 4

6 What is the topic sentence of paragraph 3?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. Sentence 4

7 What is the topic sentence of paragraph 4?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. Sentence 4

8 What is the topic sentence of paragraph 6?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. The main idea is implied.

9 What is the topic sentence of paragraph 7?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. The main idea is implied.

10 What does the word *psychologist* mean, based on the root word?

Janice Nadler, a social **psychologist** and Northwestern University law professor, paired Northwestern law students with those from Duke University and asked each pair to agree on the purchase of a car.

A. One who studies communication
B. One who studies the mind
C. The study of society
D. One who communicates

www.EnglishPro.ir

CHAPTER

4

UNDERSTANDING IMPLIED MAIN IDEAS

WHY DO YOU NEED TO KNOW THIS?

What do you do when an author suggests a main idea, but you cannot find it explicitly stated in one sentence in the reading? In Chapter 3 you developed your skill at finding explicit main ideas. In this chapter, you will strengthen your skills by making inferences to understand an author's implied main idea. Finding implied main ideas is often perceived to be difficult and, initially, it is. However, with your background from the previous three chapters, you will learn that implied main ideas are not that difficult to find. The key is to always consider *in your head* what the point is in any reading based on topic and structure. If you approach any reading this way, confirming if the point is explicit or implied is not so hard; you have already inferred the main point. Furthermore, you draw conclusions and make inferences about situations and people's behaviors all the time outside of reading. For example, you may look at facial expressions and body language to make an inference about how someone's feeling. In doing this, you have formulated an implied main idea about that person's emotions. In any given reading, in all disciplines, a successful college student must answer this question, even if the author does not come right out and tell you: What is the author's most important point about the topic?

In Chapter 3 you considered how communicating with others who may not think quite the same way as you is both interesting and worth thinking about. In this chapter, you will read about how people think and behave in groups as a result of peer pressure or conformity. Sometimes people have psychological reactions that you do not expect. Sometimes the consequences are both surprising and destructive. **If you witnessed a crime, you would go for help . . . wouldn't you? If you were the victim of a crime, you would be safer with a lot of other people around, wouldn't you?**

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- To make reasonable inferences and draw logical conclusions
- To locate and understand an author's implied main idea

A STUDY STRATEGY

- Identifying common poetic and literary devices to unlock the meaning of stories and poems

A VOCABULARY STRATEGY

- Identifying and describing subtleties in figurative language

TO UNDERSTAND GRAPHICS

- Identifying implied main ideas in visual aids and cartoons

HIRB/Index Stock Imagery/PhotoLibrary

"THE NOSE OF A MOB IS ITS IMAGINATION. BY THIS, AT ANY TIME, IT CAN BE QUIETLY LED."

EDGAR ALLAN POE
American poet, critic, and short story writer (1809–1845)

CHECK YOUR PRIOR KNOWLEDGE

Jot down some ideas about how people behave in groups. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Like Humans, Chimps Bow to Social Pressure

by Bjorn Carey

1 Chimpanzees want to be just like their friends, at least when it comes to getting food.

2 The social conformity displayed in a new study is a trait previously seen only in humans.

3 Researchers at Emory University's Yerkes National Primate Research Center presented two groups of chimpanzees a food puzzle. The chimps were faced with a small barrier that blocked food from rolling down a pipe.

4 They could either lift the barrier, allowing the food to roll towards them, or poke at it until it pushed the food reward down a different chute. The task was designed to recreate the type of problem solving chimps do in the wild.

5 Out of sight from the other chimps, researchers took aside one chimp from each group and taught each a different way to use a stick to get at the food. Erika was shown how to use the stick to lift the blockage. Georgia was taught to poke the blockage with the stick until it rolled into her hands.

6 "We chose those individuals because they had a lot of friends in the group and we thought that the other chimps would watch them," study coauthor Victoria Horner told *LiveScience*.

7 After they had mastered the new ways of getting food, Erika and Georgia were reunited with their respective groups. They effortlessly retrieved food from the pipes as the other chimps watched and learned.

8 The researchers didn't let the other chimps try the new methods for a few days, but once they got the opportunity, it didn't take them long to get the hang of it.

9 "When they had a chance to have a go, they learned within a matter of seconds or minutes," Horner said. "When they had a turn they went straight in and did it."

10 The members of each group faithfully used the method they were taught. But that didn't keep them from exploring the pipes.

11 "Putting sticks in holes is quite a chimpy thing to do," Horner said. "If you've got this group where lifting is taught, and they discover poking, which might be easier, they went back to doing the lifting. That's what leads us to believe that conformity is going on."

12 There was no evidence before this study that any animals other than humans felt the pressures of social conformity, the researchers say.

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 **In this reading, what is the implied definition of the term *social conformity* as it is used in the following sentence?**

There was no evidence before this study that any animals other than humans felt the pressures of social conformity, the researchers say.

A. To go along with what has been newly learned
B. To go along with what others in the group do
C. To do what you think is best, regardless of others' actions
D. To go along with the group unless you know better

2 **In this reading, the supporting information to back up the author's claim is organized according to which pattern?**

A. Comparison and contrast
B. Definition and example
C. Sequence or process order
D. Simple listing

3 **What is the topic of this reading?**

A. Chimps and conformity
B. Chimps and culture
C. Chimps and humans
D. Chimps and learning

4 **Which of the following would make a reasonable alternative title for this reading?**

A. You Can't Teach an Old Chimp New Tricks
B. Don't Monkey Around with New Ideas
C. If at First You Don't Succeed, Try Again
D. Monkey See, Monkey Do

5 **What is the most important point about the topic?**

A. Humans are unlikely to bow to social conformity, unlike chimps.
B. Humans and chimps both learn from their environment and this learning overcomes conformity.
C. Until this study that shows chimps conform to social pressure, humans were the only animals thought to succumb to peer pressure.
D. Human culture is different from chimp culture because we make our own decisions whereas chimps follow the crowd.

(Continued)

www.EnglishPro.ir

6 **Where is the main idea?**

A. Combine the first and second sentences of the reading.
B. Combine the two sentences in paragraph 11.
C. It is directly stated in paragraph 12.
D. Add the topic "chimps and conformity" to the last sentence in the article.

7 **It is stated in paragraph 6 that researchers chose two chimps for the study. Why is this information important?**

A. If the two chimps had lots of friends, they may have had more self-confidence to learn the new food-gathering technique.
B. If the two chimps had lots of friends, the friends would be more likely to mimic them.
C. If the two chimps had lots of friends, the friends wouldn't conform to what others were doing.
D. If the two chimps had lots of friends, the chimps would not need to teach the friends new tricks.

8 **What is the meaning of the boldfaced word in the following sentence from paragraph 7?**

After they had **mastered** the new ways of getting food, Erika and Georgia were reunited with their respective groups.

A. Learned well
B. Avoided
C. Rejected
D. Controlled

9 **Read the sentence in question 8 again. What is the best meaning of the word *respective*.**

A. Honored
B. Looking back
C. To see clearly
D. Corresponding

10 **What is the author's tone or underlying emotion in this article?**

A. Objective
B. Disapproving
C. Angry
D. Frustrated

www.EnglishPro.ir

MAKING INFERENCES AND DRAWING CONCLUSIONS

Active readers use a variety of strategies to understand and interact with what they are reading. They use their background knowledge as well as the information in the reading to draw inferences. **Inferences** are reasonable conclusions based on information in the text. Making an inference is like reading between the lines: You make a reasonable guess about information based on what you have read. Inferences are not directly stated, unlike explicit main ideas, but inferences are *reasonable* conclusions that are unstated, like an implied main idea. Reasonable means that the evidence for the inference is clearly suggested by the text and that the reader can infer further information based on what is stated in the text.

You make inferences all the time in daily life. You draw conclusions about people's body language, facial expressions, and tone of voice even when those people do not tell you directly how they feel—you can just "tell." This is making an inference. Making several inferences add up to drawing an overall conclusion. Based on information you know about a person, you draw conclusions about *why* the person is in such a mood. Suppose your friend approached you and looked downcast and upset. However, when you asked what was wrong, he said, "Nothing, everything's fine," but his tone of voice did not sound happy or fine. There is a discrepancy between what he said and what you feel about his manner. You can infer that he is upset. He has implied he is upset by his downcast mood, despite what he has said.

You also make inferences when you understand a joke or see what's funny in a cartoon. The speaker of the joke does not tell you directly why the joke is funny. You put together the information and infer what's funny. Maybe there's a discrepancy between what you expected to happen in the joke and what actually did happen.

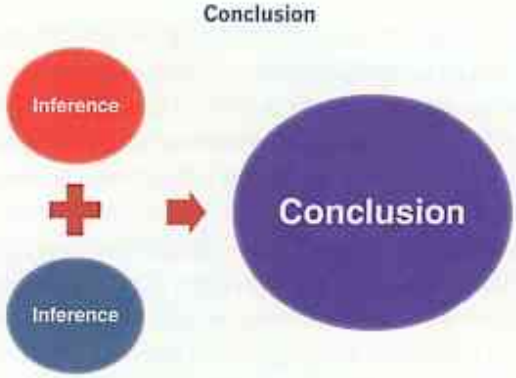
Similarly, in reading, you need to make inferences to understand the relationships between ideas in a passage. As a matter of fact, you already use inferences in order to understand vocabulary in context, for example. Based on surrounding information relative to the word you do not know, you can figure out or infer what the word means. You use this same skill of making inferences in order to examine word parts to deduce or infer the meaning of the word you don't know. What's important here is that all the evidence suggests a reasonable guess. Inferences are not wild guesses; they are intelligent, informed guesses based on information already available.

INFERENCES AND YOUR BACKGROUND KNOWLEDGE

In order to "get" a joke or see what's funny in a cartoon, you use your background knowledge that suggests why there's a difference between what you expect and what you get—which makes the joke or cartoon funny. Similarly, when you read a passage, you use your background knowledge to make

www.EnglishPro.ir

inferences and draw conclusions about where the author is going with the information and what would be a reasonable guess about what an author may mean or suggest.
To draw a conclusion, you rely on making inferences that lead to the reasonable conclusion.



A **conclusion** is an overall judgment about a reading based on several reasonable inferences. When you determine an overall implied main idea of a whole reading, you are drawing a conclusion based on both stated and unstated main ideas in each of the reading's body paragraphs. You know from Chapter 3 that the main ideas of body paragraphs in a reading become the major supporting details for the whole reading. When you consider a series of main ideas in the body paragraphs of a longer passage, you can infer or deduce what the author's overall point may be. In doing this, you have inferred the **implied main idea** of a reading. This is called an *implied* main idea because the author strongly implies or suggests the overall point. The overall point is not a wild guess, but a guess predicated on a series of pieces of information: the topic, how it is organized, the author's purpose, and the major supporting details.

Making inferences and drawing conclusions in reading are common. Here are a few ways readers make inferences.

- Using context clues
- Using word structure clues (structural analysis)
- Making predictions about what will happen next in a reading
- Making predictions about how the information in a reading will be structured
- Determining implied main ideas
- Determining the mood or tone of a reading from the author's choice of word
- Understanding how a character feels
- Understanding events in a reading and why they happened
- Comprehending the author's side on an issue
- Relating to a reading by using background knowledge

www.EnglishPro.ir

QUICK TIPS STEPS TO MAKING INFERENCES AND DRAWING CONCLUSIONS

1. Consider what each sentence says about the topic.
2. Ask yourself this question: What is a reasonable conclusion to make about this passage based on the information provided in the text?

Most of the time, an author intends to make a deliberate impression and intends for the reader to draw certain inferences and conclusions. Sometimes, however, readers draw conclusions that the author did not intend. As a reader, you must be careful to draw reasonable conclusions based on reasonable inferences. In other words, the evidence in the text must provide the support for your conclusion. You cannot make a reasonable inference based on background knowledge or guessing alone—you must be able to support your conclusion with evidence from the reading.

Thinking It Through MAKING REASONABLE INFERENCES AND DRAWING LOGICAL CONCLUSIONS

Here is a passage from a historical overview of the Salem witch trials. You can read the entire article in Application 2 at the end of this chapter.

> The Salem witch trials occurred in colonial Massachusetts between 1692 and 1693. More than 200 people were accused of practicing witchcraft—the Devil's magic—and 20 were executed. Eventually, the colony admitted the trials were a mistake and compensated the families of those convicted. Since then, the story of the trials has become synonymous with paranoia and injustice, and it continues to beguile the popular imagination more than 300 years later.

Put a check mark next to the inferences that are reasonable, based on the text.

___ 1. The Salem witch trials lasted for a short period of time.

___ 2. Most people who were accused were not convicted of witchcraft.

___ 3. Practicing the "devil's magic" was a crime punishable by death.

___ 4. The people who engaged in these accusations eventually realized that there were other explanations for the bizarre behavior thought to be caused by the accused people.

___ 5. Families probably received money as compensation for those executed for witchcraft years later.

(Continued)

www.EnglishPro.ir

___ 6. The families of those compensated were happy about the compensation.

___ 7. There were crimes more severe than practicing witchcraft, crimes that ensured a more brutal penalty.

If you put a check mark beside the first five of these statements, you are correct. The first five statements are reasonable inferences based on the text. Here is why:

1. The Salem witch trials occurred only during the years of 1692 and 1693—a relatively short period of time.
2. If only 20 people were executed while 200 were accused of witchcraft, one in ten being convicted indicates that most people were not convicted of the crime of which they were accused.
3. Because those convicted of witchcraft during this period were executed, it is reasonable to assume that practicing the "devil's magic" was a crime punishable by death.
4. Because the passage states that "Eventually, the colony admitted the trials were a mistake," it is reasonable to assume that some other rational explanation was thought to have accounted for these accusations as being other than possession by the devil.
5. Compensation usually refers to money, though this is not directly stated.

Statements 6 and 7 are not reasonable inferences.

6. This is unreasonable as it would be unlikely that the families would feel okay about losing a loved one to such a punishment.
7. This is an unreasonable inference because there is no punishment that would be more severe than execution.

Now, which of the following statements would be a reasonable conclusion based on the paragraph? Put a check mark next to the reasonable conclusions.

___ 1. The Salem witch trials were a short but frenzied period of mass hysteria and paranoia.

___ 2. The devil probably left the Salem area, accounting for the short period of time in which the witch trials took place.

___ 3. People need to learn about the Salem witch trials to be aware of how the powers of paranoia and mass hysteria can result in terrible injustice.

___ 4. Only a small number of those who were accused were actually convicted of practicing witchcraft because the people of Salem were fair and just.

___ 5. While we may not believe we could act in such an unjust way, history tells us that we can and do; the Salem witch trials are but one example of the power of the group.

www.EnglishPro.ir

Because reasonable conclusions are based on what is suggested or explicitly stated in the text, some of the statements are not reasonable. Consider these explanations.

1. This is a reasonable conclusion because the trial only lasted a year (based on an inference explained above). However, the number of people accused and the number of people convicted strongly suggests that the people of Salem were hysterical and panic-stricken, resulting in the trials.

2. Personal beliefs aside, based on the evidence provided in the text, there is no suggestion of this being a reasonable conclusion to draw. In contrast, there are several statements that suggest the people of Salem were at fault, rather than the devil himself:
   a. Eventually, the colony admitted the trials were a mistake and compensated the families of those convicted.
   b. Story of the trials has become synonymous with paranoia and injustice.
   c. It continues to beguile the popular imagination more than 300 years later.

3. This is a reasonable conclusion to draw because the Salem witch trials are a classic case of what group behavior can lead to when people are scared. This conclusion is strongly suggested by the last two sentences in the passage, as well as the number of people accused and the number executed in just one year's time.

4. This is not an accurate conclusion. According to the passage, while the people of Salem eventually realized that the witch trials were unjust, the enormous number of people accused (200) and the number of people convicted (20) suggests that the people of Salem were neither fair nor just.

5. This is a reasonable conclusion to draw. Again, the last two sentences state that the trials are known for the degree of paranoia and injustice. While we may not execute people for being witches these days, the historical event suggests that human nature may play a part in what happened then, and we need to learn from these events so they are not repeated in a different form.

On Your Own MAKING REASONABLE INFERENCES AND DRAWING LOGICAL CONCLUSIONS

Next are two paragraphs from the same reading about the Salem witch trials. With a partner, write three reasonable inferences based on this passage. In addition, write two reasonable conclusions you can draw based on inferences you can make based on the passage. Be prepared to defend your answers, citing evidence from the paragraphs. Discuss your answers in a small group or in class discussion.

(Continued)

www.EnglishPro.ir

1 In 1689, English rulers William and Mary started a war with France in the American colonies. Known as King William's War to colonists, it ravaged regions of upstate New York, Nova Scotia, and Quebec, sending refugees into the county of Essex and, specifically, Salem Village in the Massachusetts Bay Colony. (Salem Village is present-day Danvers, Massachusetts; colonial Salem Town became what's now Salem.)

2 The displaced people created a strain on Salem's resources. This aggravated the existing rivalry between families with ties to the wealth of the port of Salem and those who still depended on agriculture. Controversy also brewed over Reverend Samuel Parris, who became Salem Village's first ordained minister in 1689, and was disliked because of his rigid ways and greedy nature. The Puritan villagers believed all the quarreling was the work of the Devil.

Inference 1: _____

_____

Inference 2: _____

_____

Inference 3: _____

_____

Conclusion 1: _____

_____

_____

_____

Conclusion 2: _____

_____

_____

_____

IMPLIED MAIN IDEA

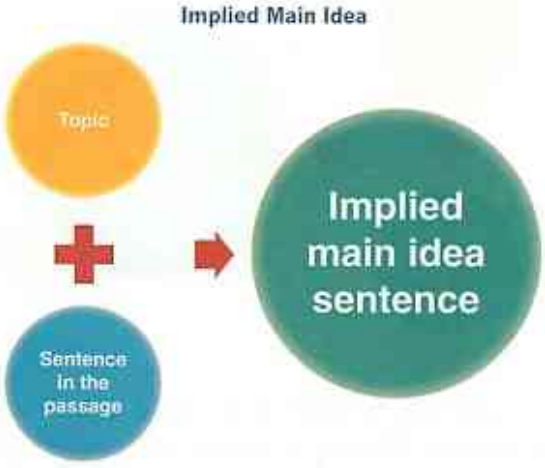
Now that you have some practice with making reasonable inferences and drawing logical conclusions, determining implied main ideas will be clearer. An **implied main idea** is a formulated main idea statement, created by the reader when an author does not directly state his or her main point in one sentence within a reading. To determine an implied main idea *is to draw a logical conclusion.* To find implied main ideas, a reader needs to use all the skills outlined in the previous chapters: identifying topic, recognizing patterns of organization, knowing an author's purpose and seeing the relationships between ideas, recognizing supporting points, and using steps to figure out the author's most important point about the topic. Implied main ideas can be made with one of three methods:

www.EnglishPro.ir

1. Topic + existing sentence = implied main idea
2. Sentence + sentence = implied main idea
3. General statement based on supporting details = implied main idea

Topic + Existing Sentence = Implied Main Idea_

There may be a sentence in the passage that contains the author's most important point about the topic, but refers to the topic itself by a pronoun (*he, she, it, they, this,* etc.). In order to express a complete thought, the reader needs to add the topic to the sentence that contains the point.



> What is interesting about group phenomenon is that most people would never suspect that they are likely to do what the group does. Not me! Never! A good example of this is illustrated by the Bystander Effect. This psychological phenomenon exists when a group of people fail to react to an emergency due to a complex series of causes, ambiguity of the situation, fear of appearing foolish, and the tendency to react as others in the group are reacting.
>
> —BBC News Web Site

In this passage, the topic is the Bystander Effect. Clearly, the paragraph is defining this psychological phenomenon. The basic definition exists in this sentence:

> This psychological phenomenon exists when a group of people fail to react to an emergency due to a complex series of causes, ambiguity of the situation, fear of appearing foolish, and the tendency to react as others in the group are reacting.

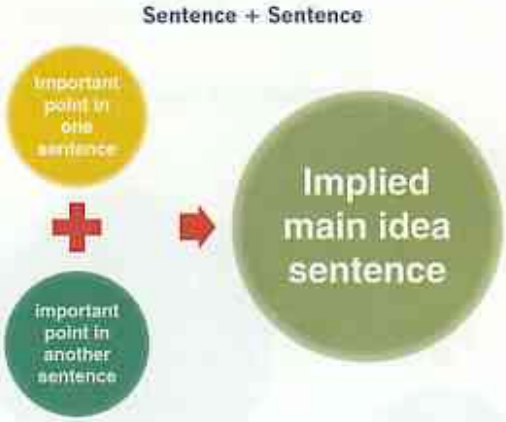
This sentence contains the definition of the Bystander Effect. However, the topic is replaced in this sentence by the word *this.* To correctly state the main idea, then, you insert the topic into the existing sentence because topic is *always* included in the main idea.

www.EnglishPro.ir

The Bystander Effect exists when a group of people fail to react to an emergency due to a complex series of causes, ambiguity of the situation, fear of appearing foolish, and the tendency to react as others in the group are reacting.

Sentence + Sentence = Implied Main Idea

The second type of implied main idea exists when the author's most important point is divided into two sentences. These sentences must be combined in order to accurately state the main idea in a single sentence.



In social situations, people look to others in the crowd to determine whether or not to intervene in an emergency. Diffusion of responsibility occurs when they determine others will take action, so the individual does nothing. "Someone else must have called the police, so I don't need to do anything," the onlooker reasons to himself. As a result, if everyone assumes this, the police never do get called.

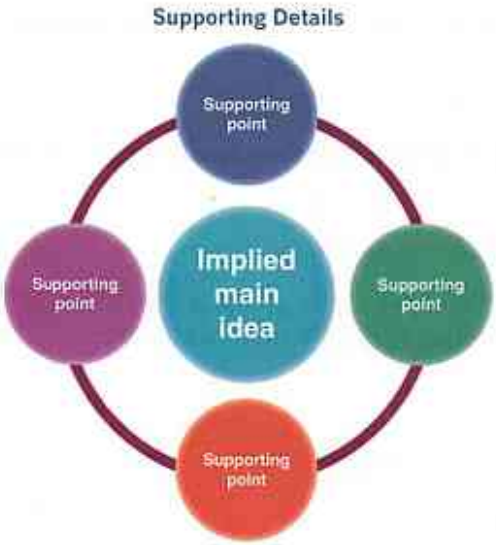
Here, the topic is diffusion of responsibility. The point is that, when in a crowd, people assume others have taken action and so do nothing. This thought is expressed by the first and second sentences. Combine the two sentences to state the main idea:

Diffusion of responsibility occurs in social situations when people look to others in the crowd to determine whether or not to intervene in an emergency, assume others have taken action, and so do nothing.

General Statement Based on Supporting Details = Implied Main Idea

The third type of implied main idea occurs when the author presents a series of supporting details only. The reader can fairly easily understand what the overall point is, but has nothing stated in the passage to work with as in methods 1 and 2 above.

www.EnglishPro.ir



> Notice something is happening and then interpret the situation as an emergency. Assume personal responsibility to choose a form of assistance. Most importantly, implement assistance. Do not assume that others have taken action to intervene in the emergency as they may be a part of the Bystander Effect.

Here, the topic is the Bystander Effect and steps to take to overcome it. The author's point is that *certain steps can be taken to overcome the Bystander Effect*. There is no sentence in the paragraph that mentions this idea. Instead, the writer presents a sequence of things to do to counteract the assumption that others are reacting. The main idea is inferred from the details:

> There are steps that can be taken to overcome the Bystander Effect.

Or

> The Bystander Effect can be overcome by becoming aware of these steps.

Here is another example of using method 3 to create an implied main idea statement.

> One way to avoid the Bystander Effect is to be aware of the phenomenon. Another safeguard is to be aware of what is going on around you when an emergency occurs. Be aware of what other people are doing and how they are reacting. Furthermore, make sure that help has been summoned, even if you are the one to call for assistance. Last, spread the word about this phenomenon, so others may react effectively in emergency situations as well.

www.EnglishPro.ir

In this example, the author has provided four suggestions for avoiding the Bystander Effect. The four suggestions are:

1. Be aware of the phenomenon.
2. Be aware of what is going on around you when an emergency occurs.
3. Make sure that help has been summoned.
4. Spread the word about this phenomenon.

What is a general statement about the topic "avoiding the Bystander Effect" that would be general enough to cover the four supporting points? Write your idea here.

_____

_____

One way of stating the main idea is:

> In order to avoid the Bystander Effect, follow these suggestions.

Another way of stating the implied main idea is:

> There are four pieces of information to be aware of to help avoid the Bystander Effect.

Each person will have a different sentence for expressing the main idea based on supporting details. The point is that each of these sentences will convey the same overall idea, even if they are not worded in exactly the same way.

Steps to Finding the Implied Main Idea

The steps for figuring out an implied main idea are very similar to those for finding an explicitly stated main idea, with one additional step.

1. What is the topic?
2. What is the author's purpose?
3. What is the overall structure or pattern of organization?
4. What is the author's most important point about the topic?
5. Find the answer to question 4 within the reading and that is the explicit main idea.

In Chapter 3, you went back to the reading and found a sentence that stated what you had answered for question 4. In the case of an implied main idea, of course, the sentence that states the main point cannot be found. So, the replacement step to # 5 for implied main idea is:

5. Write your own statement of main idea when the author does not do so directly.

In order to understand the most important point about anything you read, it is important to follow these reasoning steps. Finding implied main ideas is not really harder than finding directly stated main ideas. When you go back and look for your idea of the point of the passage, you see that the author does

www.EnglishPro.ir

not state that idea in just one sentence; instead, the author presents all the information you need to understand the point of the passage—and you need to write the main idea yourself.

QUICK TIPS WRITING IMPLIED MAIN IDEA STATEMENTS

When you write your own implied main idea statements, follow these guidelines.

- ✓ **Method 1:** Add the topic to a sentence in the passage that comes close to stating the point you have constructed in your mind.
- ✓ **Method 2:** Combine two sentences to create your statement of the main point.
- ✓ **Method 3:** Check to see if the reading is a series of supporting points that all logically fall under the general statement you have constructed as the main idea, taking into account that all major supporting points are equal in importance.

Keep in mind the following:

- ✓ Notice if any passage is a list of something and has a general, overriding point that can be summed up in a general statement.
- ✓ Turn the topic into a question, then answer the question. There you have the main idea!
- ✓ Think in terms of summative words or phrases and imagine explaining the point of a passage to a peer. Start your thinking with "The point is . . . " or "In conclusion. . . . " or "To sum up. . . . "
- ✓ In contrast patterns, half of the point is often mentioned in one sentence, and the other half in a second sentence. When you see a contrast pattern, consider the possibility of using method 2.
- ✓ When in doubt, try beginning your implied main idea statement with "There are. . . . " This way, you will know you are creating a sentence, not a phrase.

On Your Own FINDING IMPLIED MAIN IDEAS IN PARAGRAPHS

Determine the topic, pattern of organization, and implied main idea of each of the following paragraphs. Make sure to note the major supporting details that back up the main point. Be alert for transition words that indicate a major supporting point and clarify the pattern of organization used in the paragraph. Identify which of the three methods you used to formulate the implied main idea sentence.

(Continued)

www.EnglishPro.ir

- Method 1: Add the topic to an existing sentence.
- Method 2: Combine two sentence to express a complete thought (especially in compare and contrast patterns).
- Method 3: Construct a general statement based on supporting details.

Discuss your answers with a partner or in class discussion.

1. The first stage is similar to that of a toddler or young child. Members of a work group in this stage are unsure of themselves, the group, and the structure. Groups in this stage need direction and guidance. Establishing a routine will help the members gain security in their roles and enable them to move to the next stage.

—Danielle D. Taylor, "Understanding Work Group Behavior"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

2. Groups in stage four are great to see. They focus a proportionate amount of time carrying out the work, the task, as figuring out how to carry out the work, the process. Groups in the fourth stage of development are characterized by an independence from the leader. The leader at this point delegates to the team. They have the authority to make decisions on their own. Of course, they have the maturity at this point to effectively wield that power.

—Danielle D. Taylor, "Understanding Work Group Behavior"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

3. Prohibition officially became law on January 17, 1920, as the states ratified (voted approval) of the Eighteenth Amendment to the U. S. Constitution, banning the manufacture, sale, and distribution of alcoholic beverages in the United States. Those in favor of Prohibition predicted its enforcement would be easy and inexpensive. It soon became apparent, however, that Americans were not prepared to give up alcohol. Beating Prohibition became a national pastime.

—Editor, "Organized Crime—American Mafia"

Topic: _____

Pattern of organization: _____

www.EnglishPro.ir

Main idea: _____

_____

Method for implied main idea: _____

4. Although mutually suspicious of one another, they discussed common interests, problems, and explored the idea of establishing a nationwide crime syndicate. A syndicate is an association of individuals or groups who agree to carry out certain activities. In another meeting held in May 1929 in Atlantic City, New Jersey, crime bosses from around the country divided up the United States into territories. Next they established a national "Commission," made up of one representative from each of the country's nine territories.

—Editor, "Organized Crime—American Mafia"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

5. When the highly profitable bootlegging period ended in 1933 with the repeal of the Eighteenth Amendment, organized crime syndicates (groups) focused on other criminal activities including gambling, loan sharking (charging very high interest rates on loans, usually very hard to pay back), prostitution, and drug distribution, a natural extension of bootlegging. Labor racketeering was another popular criminal activity. Gangsters worked their way into positions of power in a labor union and then stole from the union's retirement and health funds.

—Editor, "Organized Crime—American Mafia"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

_____

Method for implied main idea: _____

6. Government enforcement had sent many high-ranking mob leaders to prison. A life of crime was no longer as attractive and a considerable number of young people from Cosa Nostra families chose to attend universities and pursue lawful careers. A greater number of crime family recruits came from uneducated kids who had neither leadership skills nor the loyalty of past members. The face of organized crime began to significantly change. New criminal gangs of black Americans, Hispanics, Asians, Chinese, Russians, and South Americans competed with the traditional American Mafia. Motorcycle, or "biker," gangs became a major rival of the mob.

—Editor, "Organized Crime—American Mafia"

(Continued)

www.EnglishPro.ir

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

7. Following the trials and executions, many involved, like Judge Samuel Sewall, publicly confessed error and guilt. On January 14, 1697, the General Court ordered a day of fasting and soul-searching for the tragedy of Salem. In 1702, the court declared the trials unlawful. And in 1711, the colony passed a bill restoring the rights and good names of those accused and granted £600 restitution to their heirs. However, it was not until 1957—more than 250 years later—that Massachusetts formally apologized for the events of 1692.

—Jess Blumberg, "A Brief History of the Salem Witch Trials"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

_____

Method for implied main idea: _____

8. In August 1992, to mark the 300th anniversary of the trials, Nobel Laureate Elie Wiesel dedicated the Witch Trials Memorial in Salem. Also in Salem, the Peabody Essex Museum houses the original court documents, and the town's most-visited attraction, the Salem Witch Museum, attests to the public's enthrallment with the 1692 hysteria.

—Jess Blumberg, "A Brief History of the Salem Witch Trials"

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

9. When teams are unable to effectively work together, moaning, complaining, and blaming others is one hallmark. In addition, dysfunctional teams engage in reluctance to make decisions and, instead, defer to the team captain for advice and direction. Furthermore, struggling teams practice avoidant behavior and tend not to stretch players' individual abilities that would otherwise occur through teamwork and camaraderie. If players are not communicating well, they tend to avoid one another. This makes developing individual abilities that help the team unlikely. Last, not being up-front and honest dismantles any team spirit formerly present. As you can see, there are many characteristics of this type of conflict.

www.EnglishPro.ir

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

10. High team effectiveness results when team members seek new approaches to situations and engage in honest evaluation. Furthermore, good teamwork involves approaching new situations with accountability and responsibility not only towards individual performance, but that of the team as a whole. Another characteristic of the effective team is that a unified group will lead to synergy and understanding since everyone seeks challenge and knows how to work together to surmount difficulties.

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

_____

11. Many people are unsure of themselves in a group situation. They may look to the group leader for direction or for guidance. Sometimes, people unsure of a group and the appropriate behavior follow the example of the group. However, this can be disastrous if the phenomenon of the Bystander Effect is in place.

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

Method for implied main idea: _____

12. Group activities are attractive to most people, since we all like to believe we are part of a larger whole. The "group" provides this. However, each individual must maintain a degree of personal distance to ensure that it functions according to the moral dictates of each individual's conscience.

Topic: _____

Pattern of organization: _____

Main idea: _____

_____

_____

Method for implied main idea: _____

www.EnglishPro.ir

Thinking It Through FINDING THE IMPLIED MAIN IDEA OF A LONGER READING

This is a passage from BBC News Online, a news source from a major television company in Britain, about the Bystander Effect and how groups of people tend to react during an emergency. Find the implied and directly stated main ideas in each paragraph, in the subsections, and, finally, in the whole reading.

Respond to these questions and then compare your responses to those following the reading.

1. Preview the article, noting subheadings. How many major sections are in this reading? _____
2. What is the topic of the reading? _____
3. What is the author's purpose? _____

As you read the article again, find the topic, pattern of organization, and the main idea of each paragraph. Then determine the method used. If the paragraph's main idea is explicit, underline it and write "Topic sentence" in the space for "Method." Also determine the main idea of each subsection and then the thesis of the article.

Bystander Effect

Topic _____
Pattern _____
Main idea _____
_____
Method _____

1 The Bystander Effect is a psychological phenomenon that occurs when an emergency situation is presented to a group of people. The larger the group or the more people that are present during the emergency, the less likely it is that anyone will render assistance.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

2 Though this may at first seem to be an unusual idea, there are many examples in daily life. When driving on a busy highway or road, a car broken down on the side will almost never receive help. On the other hand, on a country road with almost no traffic, it is almost an unwritten rule that one stops and lends assistance to anyone in need.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

3 The most famous example of this and what kick-started researchers to study the Bystander Effect, was an event during 1964. Kitty Genovese was stabbed to death in front of an apartment complex, with 38 people who lived there watching or listening. The whole process took approximately 30 minutes and no one called the police until long after the attacker had fled.

www.EnglishPro.ir

Causes of the Bystander Effect

Diffusion of Responsibility

4 When in an emergency situation with a large group of people, each individual assumes that someone else will handle the situation. The more people that are in a group, the less responsible each individual feels.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

Pluralistic Ignorance (Ambiguity of Emergency)

5 In an unfamiliar situation people tend to look to others for instruction. People watch what others are doing and mimic their actions. If everyone is waiting for someone else to do something and watching to see what other people are doing, everyone sees each other doing nothing, and mimics that behaviour.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

Audience Inhibition (Fear of Blunder)

6 The more people that are in a group, the more fear people have of making a mistake.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

How to Avoid the Bystander Effect

7 The psychological community has developed a five-step, cognitive model for avoiding the Bystander Effect:

- Notice something is happening
- Interpret the situation as an emergency
- Assume personal responsibility
- Choose a form of assistance
- Implement assistance

Topic _____
Pattern _____
Main idea _____
_____
Method _____

8 The first step is basically to pay attention and know what is going on. Look at the situation directly and assess it as best you can from your own knowledge. Do not turn to others to see what they are doing. If it is an emergency situation, take responsibility. Chances are, if you do not do anything, no one will. Next, figure out what needs to be done and do it.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

How to Avoid Being a Victim of the Bystander Effect

9 Talk to people directly. Make eye contact. If possible, use people's names; if not, point. Tell exactly which people to do what. Do not yell indiscreetly for help but do let people know that it is an emergency situation.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

(Continued)

www.EnglishPro.ir

1. What is the main idea of paragraphs 1 through 3? _____

2. What is the main idea of the second subsection, "Causes of the Bystander Effect"? _____

3. What is the main idea of the third subsection, "How to Avoid the Bystander Effect"? _____

Check Your Answers

1. **How many major sections are in this reading?** *There are four major subsections of the reading:*
   a. *The introduction*
   b. *Causes of the Bystander Effect*
   c. *How to Avoid the Bystander Effect*
   d. *How to Avoid Being a Victim of the Bystander Effect*
2. **What is the topic of the passage?** *The Bystander Effect*
3. **What is the author's purpose?** *The author is informing us about the phenomenon called the "Bystander Effect."*

PARAGRAPH 1

The topic is the Bystander Effect. The pattern is definition: the term *Bystander Effect* is being defined. The two sentences in paragraph 1 need to be combined to express the most important point. Because that thought contains the ideas in both sentences, the main idea is not directly expressed, but rather is implied. The thoughts need to be combined using method 2 because central to the definition of the phenomenon is that the size of the group predicts the likelihood of helping. Here is the main idea statement, using method 2 (combine these two sentences):

> The Bystander Effect is a psychological phenomenon whereby, in an emergency situation involving a group of people, the larger the group, the less likely anyone will help.

PARAGRAPH 2

This passage is about how the Bystander Effect is evidenced in daily life. The pattern is compare and contrast: Note the transition word *though* in sentence 1 and the

www.EnglishPro.ir

phrase *on the other hand* in the last sentence. The author's most important point about the topic is that examples of the Bystander Effect are present in everyday life. Look back at the passage to determine if sentence 1 contains the main thought. It does express a main part of the point. But remember that the main idea *always contains the topic*, and the Bystander Effect is not even mentioned in the first sentence. So to make a complete thought that can stand alone and makes sense by itself, you add the topic to the rest of the sentence, using method 1.

> Though this may at first seem to be an unusual idea, there are many examples of the Bystander Effect in daily life.

PARAGRAPH 3

In paragraph 3, the topic is the Bystander Effect and the event that led to recognizing this phenomenon. This is a clarification paragraph, illustrating the idea set forth in paragraph 2. The author's point is that the murder of Kitty Genovese in 1964 was the incident that triggered identification of this phenomenon. The first sentence of the paragraph states the same idea, so it is the directly stated main idea.

What is the main idea of the first section of the reading (paragraphs 1, 2, and 3)?

The first subsection is about the Bystander Effect. The pattern is definition and example. The main idea of the subsection is the main idea of paragraph 1 because this main idea defines the topic and the rest of the paragraphs function to provide examples of the definition.

> The Bystander Effect is a psychological phenomenon whereby, in an emergency situation involving a group of people, the larger the group, the less likely anyone will help.

Supporting detail 1: Though this may at first seem to be an unusual idea, there are many examples of the Bystander Effect in daily life.

Supporting detail 2: The most famous example of this and what kick-started researchers to study the Bystander Effect, was an event during 1964. Kitty Genovese was stabbed to death in front of an apartment complex, with 38 people who lived there watching or listening.

PARAGRAPH 4

The topic is diffusion of responsibility, and the pattern is definition. To find the main idea, add the topic to the first sentence to make the statement complete.

(Continued)

www.EnglishPro.ir

Diffusion of responsibility occurs when, in an emergency situation with a large group of people, each individual assumes that someone else will handle the situation.

PARAGRAPH 5

The topic is pluralistic ignorance, and the pattern is definition. To find the main idea, add the topic to the first sentence to make the statement complete.

Pluralistic ignorance occurs in an unfamiliar situation when people tend to look to others for instruction.

PARAGRAPH 6

The topic is audience inhibition, and the pattern is definition. To find the main idea, add the topic to the only sentence to make the statement complete.

Audience inhibition is a phenomenon where the more people there are in a group, the more fear people have of making a mistake.

What is the main idea of the second section of the reading (paragraphs 4, 5, and 6)?

The topic of this subsection is causes of the Bystander Effect; the pattern is cause and effect. Diffusion of responsibility, pluralistic ignorance, and audience inhibition are all attributed causes of the Bystander Effect. What do all these points tell you about the causes of the Bystander Effect? The causes of the Bystander Effect are diffusion of responsibility (people in an emergency situation assume others will take action), pluralistic ignorance (people in a group look to others to figure out what to do and how to react), and audience inhibition (people are primarily concerned with not looking foolish, so take no action if no one else is doing anything). All of these are causes of the syndrome and are in no particular order, sequence, or hierarchy. So, the implied main idea of this section is formed using method 3:

The Bystander Effect is caused by the phenomena of diffusion of responsibility, pluralistic ignorance, and audience inhibition.

Or, more generally:

The Bystander Effect is caused by three known psychological phenomena.

Either statement is a correct statement of the implied main idea of subsection 2. How can this be? The rule of thumb is that in a long passage, either mention all major supporting details (often indicated by subheadings) linked in one sentence, or make a general statement under which all major supporting details (often indicated by subheadings) could fall, method 3. Both methods produce adequate statements of implied main idea.

www.EnglishPro.ir

PARAGRAPH 7

The topic is avoiding the Bystander Effect. While the bulleted points suggest a list, it is more accurate to regard this as a sequence because the tips are in a specific order. The main idea is explicit in the first sentence.

PARAGRAPH 8

This paragraph goes on to explain the bulleted steps outlined in paragraph 7. The topic is still how to avoid the Bystander Effect. The pattern is still sequence, as these steps are discussed in a specific order (notice the transition words ***first*** and ***next***). The whole paragraph is comprised of steps to avoid the Bystander Effect; the main idea, then, has to be formed using method 3, making a general statement about the supporting points.

> There are several steps to consider in order to avoid the Bystander Effect.

What is the main idea of the third subsection of the reading (paragraphs 7 and 8)?

In paragraphs 7 and 8, the author lists—in a specific order—steps to take to not become a bystander who does nothing to help, so the pattern is a sequence. Turn the heading into a question: How do I avoid the Bystander Effect? The first sentence summarizes the point—it is an explicit main idea:

> The psychological community has developed a five-step, cognitive model for avoiding the Bystander Effect

PARAGRAPH 9

In paragraph 9, the author writes about the Bystander Effect and how not to be victimized by it. The point is not directly stated. Turn the subheading into a question: How do I avoid being a victim of the Bystander Effect? In answering this question, you can figure out the implied main idea, using method 3:

> The Bystander Effect can be avoided if the victim attempts to directly communicate with those witnessing the emergency.

THE THESIS

Keeping in mind all the main ideas you found for each of the paragraphs and for each of the four subsections in the reading, now consider the thesis of the whole reading. Because the whole article has subheadings, each subsection has equal importance to the whole. The first section defines the concept, the second describes its causes, the third explains how not to

(Continued)

www.EnglishPro.ir

be a bystander who does nothing, and the last describes how to avoid being a victim of this phenomenon. Look at the main ideas of each subsection again:

- The Bystander Effect is a psychological phenomenon whereby, in an emergency situation involving a group of people, the larger the group, the less likely anyone will help.
- The Bystander Effect is caused by three known psychological phenomena.
- The psychological community has developed a five-step, cognitive model for avoiding the Bystander Effect.
- The Bystander Effect can be avoided if the victim attempts to directly communicate with those witnessing the emergency.

With these major topics in mind, answer the following questions.

1. What is the author's overall main idea about the topic?
2. Can you find a sentence in the reading that echoes what you wrote (explicit thesis)? If not, is there a sentence that almost states the most important point, but may need the topic inserted into this existing sentence (method 1)? If not, can you find two sentences to combine to express the main idea that you paraphrased (method 2)? If not, you have written a general statement that sums up the overall point of the reading (method 3).

The overall main idea then is:

> The Bystander Effect is a complex psychological phenomenon where people in groups do not take action to help due to a variety of psychological reasons that can be avoided.

When passages contain implied main ideas, each reader will state the point in a slightly different way with slightly different sentences. But, in essence, the points are all saying the same thing. Notice how an implied thesis statement is like writing a summary in one sentence!

On Your Own FINDING THE IMPLIED MAIN IDEA OF A WHOLE READING

With a partner or small group, determine the main idea of each subsection in the following passage from BBC News. Then, determine the main idea of the entire passage. In this passage, the author begins by raising three questions. You know that the author's main idea is never in question form; the main idea is the answer to the questions posed about the topic. Notice how each question at the start of the passage below corresponds to the topic of each of the subsections.

www.EnglishPro.ir

Respond to the questions that follow. After doing so, read the passage and find the topic, pattern of organization, and the implied main idea of each paragraph. Then determine the method used. If the paragraph's main idea is explicit, underline it and write "Topic sentence" in the space for "Method." Also, determine the main idea of each subsection and the thesis of the article as a whole.

1. Preview the article, noting subheadings. How many major sections are in this reading? _____
2. What is the topic of the reading? _____
3. What is the author's purpose? _____

Social Psychology

Do you trust your own eyes or what other people tell you?

1 Psychologists have discovered that even the most independent-minded of us will conform to social pressure when we are with a group of people. In one classic experiment, people were shown a vertical line and asked to find a line of identical length from a selection of three.

Topic _____
Pattern _____
Main idea _____
_____
Method _____

2 You might think that this is an absurdly easy task, and when people perform it by themselves they do very well. However, psychologists have discovered that we are very easily swayed by the opinions of other people when we do this task in a group. In one study, a group of three people was set up, where two of the people were confederates of the experimenter. When the confederates deliberately gave wrong answers, people were often swayed to give the wrong answer also. In fact, 75 percent of people gave at least one wrong answer, with some people conforming to peer pressure on every occasion.

Topic _____
Pattern _____
Main idea _____
_____
_____
_____
Method _____
_____

What is the main idea of the first subsection?
_____
_____
_____
_____
_____

Why do people give in to peer pressure?

3 But why do people conform in this way? In an easy task like this, it seems that people do not want to step out of line with the prevailing opinion of the group. On more difficult tasks, people also conform

Topic _____
Pattern _____
Main idea _____
_____
_____
_____
_____

(Continued)

www.EnglishPro.ir

Method _____

_____

_____

What is the main idea of the second subsection?

_____

_____

_____

_____

Topic _____

Pattern _____

Main idea _____

_____

_____

_____

Method _____

_____

_____

What is the main idea of the last subsection?

_____

_____

_____

_____

_____

_____

because they lose confidence in their own ability to make decisions and prefer to trust the majority opinion instead.

Diffusion of responsibility: Would you help someone in distress?

4 A stark example of this kind of conformity arises when we come across people in distress. Would you help a woman who has been attacked in the street? It turns out that you are much more likely to go to her assistance if you are alone. When other people are also around, a diffusion of responsibility occurs. People are paralysed into inaction, because everyone assumes that someone else will go to the woman's assistance.

Considering the main ideas of each of the subsections, what is the thesis of this reading? Write the thesis in your own words.

_____

_____

_____

_____

Can you find a sentence in the reading that echoes what you wrote (explicit thesis)? If not, is there a sentence that almost states the most important point but may need the topic inserted into this existing sentence (method 1)? If not, can you find two sentences to combine to express the main idea that you paraphrased (method 2)? If not, you have written a general statement that sums up the overall point of the reading (method 3).

www.EnglishPro.ir

On Your Own FORMULATING IMPLIED MAIN IDEAS

Becoming good at formulating the implied main idea of a passage becomes easier with practice. With a partner or as your instructor assigns, read the following excerpt from an article that was published in *New Yorker* magazine. Malcolm Gladwell is the author of three *New York Times* best-selling nonfiction books, *Blink, The Tipping Point,* and *Outliers.* This excerpt concerns interpreting the motivations and behavior of others by recognizing facial cues—an ability that is rare and startling. Some people are exceptionally good at this skill; most of us are not. However, facial cue recognition can be learned with practice.

Find the implied main idea for each of the following paragraphs. Use method 3, constructing a general statement about the most important point. Just because the paragraphs are long does not mean that they are difficult to work with. Just remember to take it step-by-step: Consider the topic, determine the pattern, and then figure out the main point using your own words.

The Naked Face: Can You Read People's Thoughts Just by Looking at Them?

by Malcolm Gladwell

1 Some years ago, John Yarbrough was working patrol for the Los Angeles County Sheriff's Department. It was about two in the morning. He and his partner were in the Willowbrook section of South Central Los Angeles, and they pulled over a sports car. "Dark, nighttime, average stop," Yarbrough recalls. "Patrol for me was like going hunting. At that time of night in the area I was working, there was a lot of criminal activity, and hardly anyone had a driver's license. Almost everyone had something intoxicating in the car. We stopped drunk drivers all the time. You're hunting for guns or lots of dope, or suspects wanted for major things. You look at someone and you get an instinctive reaction. And the longer you've been working the stronger that instinctive reaction is."

Implied main idea: _____

_____

_____

2 Yarbrough was driving, and in a two-man patrol car the procedure is for the driver to make the approach and the officer on the passenger side to provide backup. He opened the door and stepped out onto the street, walking toward the vehicle with his weapon drawn. Suddenly, a man jumped out of the passenger side and pointed a gun directly at him. The two of them froze, separated by no more than a few yards. "There was a tree behind him, to his right," Yarbrough recalls. "He was about seventeen. He had the gun in his right hand. He was on the curb side. I was on the other side, facing him. It was just a matter of who was going to shoot first. I remember it clear as day. But for some reason I didn't shoot him." Yarbrough

(Continued)

www.EnglishPro.ir

is an ex-marine with close-cropped graying hair and a small mustache, and he speaks in measured tones. "Is he a danger? Sure. He's standing there with a gun, and what person in his right mind does that facing a uniformed armed policeman? If you looked at it logically, I should have shot him. But logic had nothing to do with it. Something just didn't feel right. It was a gut reaction not to shoot—a hunch that at that exact moment he was not an imminent threat to me." So Yarbrough stopped, and, sure enough, so did the kid. He pointed a gun at an armed policeman on a dark street in South Central L.A., and then backed down.

Implied main idea: _____

_____

_____

3 Yarbrough retired last year from the sheriff's department after almost 30 years, 16 of which were in homicide. He now lives in western Arizona, in a small, immaculate house overlooking the Colorado River, with pictures of John Wayne, Charles Bronson, Clint Eastwood, and Dale Earnhardt on the wall. He has a policeman's watchfulness: while he listens to you, his eyes alight on your face, and then they follow your hands, if you move them, and the areas to your immediate left and right—and then back again, in a steady cycle. He grew up in an affluent household in the San Fernando Valley, the son of two doctors, and he is intensely analytical: he is the sort to take a problem and break it down, working it over slowly and patiently in his mind, and the incident in Willowbrook is one of those problems. Policemen shoot people who point guns directly at them at two in the morning. But something he saw held him back, something that 99 people out of a 100 wouldn't have seen.

Implied main idea: _____

_____

_____

4 Many years later, Yarbrough met with a team of psychologists who were conducting training sessions for law enforcement. They sat beside him in a darkened room and showed him a series of videotapes of people who were either lying or telling the truth. He had to say who was doing what. One tape showed people talking about their views on the death penalty and on smoking in public. Another featured a series of nurses who were all talking about a nature film they were supposedly watching, even though some of them were actually watching grisly documentary footage about burn victims and amputees. It may sound as if the tests should have been easy, because we all think we can tell whether someone is lying. But these were not the obvious fibs of a child, or the prevarications of people whose habits and tendencies we know well. These were strangers who were motivated to deceive, and the task of spotting the liars turns out to be fantastically difficult. There is just too much information—words, intonation, gestures, eyes, mouth—and it is impossible to know how the various cues should be weighted, or how to put them all together, and in any case it's all happening so quickly that you can't even follow what you think you ought to follow. The tests have been given to policemen, customs officers, judges, trial lawyers, and psychotherapists, as well as to officers

www.EnglishPro.ir

from the F.B.I., the C.I.A., the D.E.A., and the Bureau of Alcohol, Tobacco, and Firearms—people one would have thought would be good at spotting lies. On average, they score fifty per cent, which is to say that they would have done just as well if they hadn't watched the tapes at all and just guessed. But every now and again—roughly one time in a thousand—someone scores off the charts. A Texas Ranger named David Maxwell did extremely well, for example, as did an ex-A.T.F. agent named J.J. Newberry, a few therapists, an arbitrator, a vice cop—and John Yarbrough, which suggests that what happened in Willowbrook may have been more than a fluke or a lucky guess. Something in our faces signals whether we're going to shoot, say, or whether we're lying about the film we just saw. Most of us aren't very good at spotting it. But a handful of people are virtuosos. What do they see that we miss?

Implied main idea: _____

_____

_____

To find the main idea of the whole reading passage after reading it through, answer the question posed in the subtitle: Can you read people's thoughts just by looking at them?

Implied thesis: _____

_____

_____

UNDERSTANDING GRAPHICS

Finding Implied Main Ideas in Visual Aids and Cartoons

In Chapter 3 you saw that finding the main idea of a graphic follows the same pattern as finding the main idea in texts. By considering the title, identifying the topic, identifying the organizational pattern, and looking at the relationship between ideas or supporting details, a reader can infer the overall point.

In Figure 4.1, The Bystander Effect, the point is partially stated at the top of the chart: "Fewer people help if others seem available." Using method 1, not necessary add the topic to this existing information:

The greater the number of people who witness an emergency event, the fewer the number of people who will be likely to help as a result of the Bystander Effect.

Or

www.EnglishPro.ir

The Bystander Effect is a social phenomenon whereby the greater the number of people who witness an emergency event, the less likely any of those people will be to help.

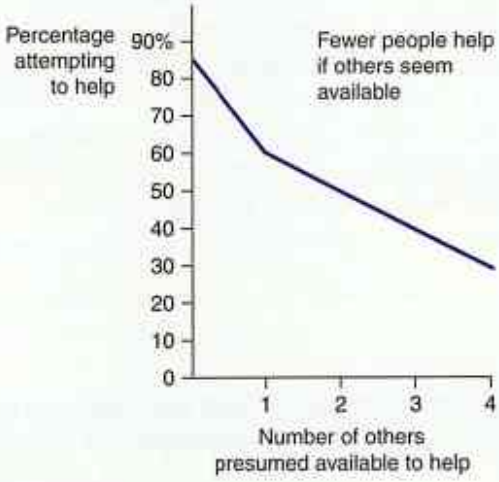


FIGURE 4.1
The Bystander Effect

Understanding the main idea of cartoons usually requires figuring out what the implied main idea is. Of course, you need to have some background knowledge in order to get the joke and the joke is often the main idea. To get the joke, you make an inference. Remember, an inference is a reasonable guess based on information provided together with your own background knowledge. Consider this cartoon.

David Borchat/www.cartoonbank.com

"Hey, I'm Whatever Man. I possess vast powers of indifference."

What is the implied main idea of this cartoon? What is the topic? The topic is apathy, or not taking action. The superhero, "Whatever Man," takes no action even though the frantic citizen is urgently alerting him to a robot trying to destroy the city. The joke is that the super hero is doing nothing, lounging on

www.EnglishPro.ir

a park bench, rather than trying to help solve the problem which goes against a super hero's role. The implied main idea is that by doing nothing, he contributes to rather than solves the problem; though popular imagination turns to super heroes to right the world's wrongs, this super heroes is apathetic in the face of imminent destruction.

On Your Own FINDING IMPLIED MAIN IDEAS IN VISUAL AIDS AND CARTOONS

With a partner, discuss the implied main idea of the following visuals. Consider the title if there is one, identify the topic and pattern of organization, and look at the relationship between ideas or supporting details. Then state the implied main idea.

1.

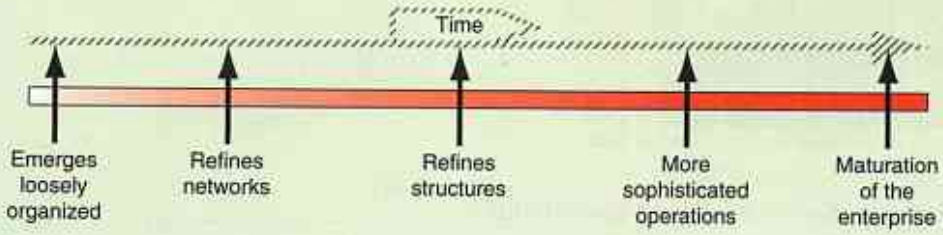


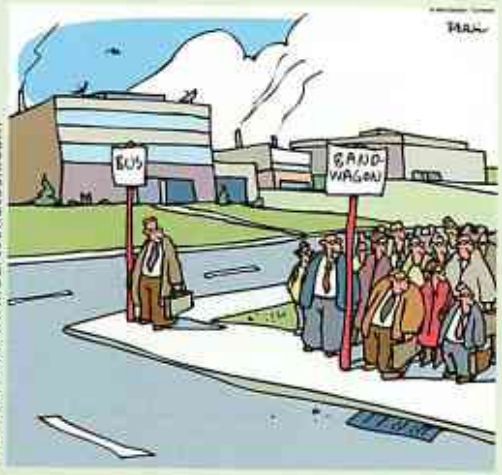
FIGURE 4.2
Continuum for Contemporary Enterprise Crime Development

What is the implied main idea of Figure 4.2? _____

_____

_____

2.



Mike Baldwin/www.CartoonStock.com

(Continued)

www.EnglishPro.ir

What is the implied main idea of this cartoon? _____

_____

_____

3.

"You know what they say: when you have lemmings, make lemming aid..."

Copyright©2007 Debbie Ridpath Ohi. INKYGIRL.COM.

What is the implied main idea of this cartoon? _____

_____

_____

4.

Leo Cullum/www.cartoonbank.com

"Hey, we're sheep. Everything seems like a good idea."

What is the implied main idea of this cartoon? _____

_____

_____

www.EnglishPro.ir

VOCABULARY STRATEGY

Understanding Figurative Language

When an author has an implied main idea, he or she does not directly state the point of the passage in one sentence within the reading. Similarly, when an author uses figurative language, the reader needs to make an inference to figure out the main idea. It is important to understand how figurative language is used in readings. **Figurative language** functions to provide a vivid mental image in the mind of the reader. It is not meant to be interpreted literally and involves using a comparison between two things, different enough that when compared, the suggested similarities are interesting or thought-provoking. In using this language, authors *show* rather than *tell* how they feel or how a character feels.

Literal language does not use literary devices; it is language that is very straightforward and clear, or the dictionary definition. Figurative language, on the other hand, involves mental images or literary devices to make a point. Figurative language uses words and meanings that are different from literal meanings to make a point. Figurative language is the opposite of literal language.

Literature is a specific type of writing that relies heavily on word choice as well as the use of figurative language. Figurative language also reveals the **tone** or **mood** of the reading or situation, which is the underlying emotion, similar to an implied main idea. Writers in other disciplines sometimes use figurative language when they want to explain or draw attention to a particular point in a memorable or more effective way. Here are the most common types of figurative language.

- **Metaphor** is a form of figurative language that compares two objects or ideas in order to emphasize a particular quality they have in common despite their essential differences.

  That man is a tiger when it comes to business.

  In this example, the man is compared to a tiger. In Western culture, a tiger symbolizes power and aggression. So, in this metaphor, the man is being described as aggressive, powerful, and in charge. Here is another example of a straight metaphor.

  Mother was my rock when I went through the crisis.

  This statement compares the mother to a rock. A rock is solid and unmoving and secure. Mother provided support, something that is solid and secure, during a crisis.

- Like a metaphor, a **simile** compares two dissimilar entities. However, unlike a metaphor, a simile uses the words *like, as,* or *than* to express the point of similarity in the two things compared. Consider these two examples, similar to the earlier examples of metaphor. Note the use of *like, as,* and *than.*

  She was as aggressive as a tiger when it came to business.
  Mother was like the rock of Gibraltar when I went through the crisis.
  She was more aggressive than a tiger, and those in business learned to fear her.

  Whether an author uses metaphor or simile depends on her or his desired effect, which might be very subtle. Both are indirect comparisons between two seemingly unlike things. www.EnglishPro.ir

create a strong mental image in the mind of the reader. The only difference between the two is that the use of certain words (*like, as, than*) signals a simile while a metaphor is expressed as a direct equivalency—one thing is the same as another.

- **Personification** gives living characteristics to inanimate objects. Consider this example:

  The chair flew across the room when he slammed into it.

  Here, an inanimate object—a chair—is given characteristics held only by certain living creatures—birds. In this sentence, the writer creates for the reader a vivid mental image about *how* the chair moved. It moved as if it were flying, which implies speed and perhaps even grace. Take a look at this example of personification.

  As I stood on the bridge, I watched the river dancing beneath my feet.

  In this sentence, the river is given a characteristic held only by living creatures—the ability to dance. Rhythmic, patterned movement is implied through the use of personification in this example.

- **Hyperbole** is exaggeration for literary effect. Consider these two examples of hyperbole:

  I was so famished I could eat the food of a dozen lumberjacks.
  She waited an eternity for him to return from the outing.

  Most readers would not believe that any one individual could eat as much food as 12 presumably large, strong men. The exaggeration functions to show how hungry the person was. Similarly, in the second example, the hyperbole functions to emphasize the length of the wait.

On Your Own RECOGNIZING FIGURATIVE LANGUAGE

With a partner or in a small group, identify figurative language in the following passages. Look for metaphors, similes, personification, and hyperbole. In some passages, there may be examples of more than one type of figurative language. Paraphrase what you think the author's "message" is in the passage. Afterwards, discuss your answers with a partner or in class discussion. _____

1. A word is not a crystal, transparent and unchanged; it is the skin of a living thought, and may vary greatly in color and content according to the circumstances and the time in which it is used.

   —Oliver Wendell Holmes, opinion, *Towne v. Eisner*, January 7, 1918

   Figurative language: _____

   _____

   Message: _____

   _____

2. Melting pot Harlem—Harlem of honey and chocolate and caramel and rum and vinegar and lemon and lime and gall . . . where the subway from the Bronx keeps right on downtown.

   —Langston Hughes, *Freedomways*, Summer, 1963

www.EnglishPro.ir

Figurative language: _____

_____

Message: _____

_____

3. I would rather be ashes than dust! I would rather that my spark burn out in a brilliant blaze than it be stifled by dry-rot. I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet.

—Jack London, 1916

Figurative language: _____

_____

Message: _____

_____

4. The mind I love must have wild places, a tangled orchard where dark damsons drop in the heavy grass, an overgrown little wood, the chance of a snake or two, a pool that nobody's fathomed the depth of, and paths threaded with flowers planted by the mind.

—Katherine Mansfield

Figurative language: _____

_____

Message: _____

_____

5. He looked like the love thoughts of women. He could be a bee to a blossom—a pear tree blossom in the spring. He seemed to be crushing scent out of the world with his footsteps. Crushing aromatic herbs with every step he took. Spices hung about him. He was a glance from God.

—Zora Neale Hurston, *Their Eyes Were Watching God*

Figurative language: _____

_____

Message: _____

_____

6. A tearing wind last night. A flurry of red clouds, hard, a watercolour mass of purple and black, soft as a water ice, then hard slices of intense green stone, blue stone and a ripple of crimson light.

—Virginia Woolf, in her diary, August 17, 1938

Figurative language: _____

_____

Message: _____

_____

(Continued)

www.EnglishPro.ir

7. In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness."

—Martin Luther King, Jr., "I Have a Dream"

Figurative language: _____

_____

_____

Message: _____

_____

8. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

—Martin Luther King, Jr., "I Have a Dream"

Figurative language: _____

_____

Message: _____

_____

STUDY STRATEGY

Reading and Understanding Literature

Some readings that are instructive, informative, persuasive, or entertaining do not have explicit main ideas. Likewise, in literary readings, the author does have a point for the reader to consider, but the point is not directly stated. As such, the point or message of a story, poem, play, novel, or literary passage is unstated or implied.

Furthermore, like an implied main idea, in a story or poem, an author's work may have several points that are supported by the information in the reading. These points, or statements of or about the theme, are reasonable if the rest of the passage supports them.

The main idea of a literary piece is referred to as its **theme.** The theme of a piece of literature is somewhat similar to the main idea of a piece of nonfiction writing: it answers the questions: What is the author's most important point? What message is he or she communicating?

www.EnglishPro.ir

The theme of a piece of literature—a novel, a poem, a play, or other imaginative work—is rarely stated explicitly. In your college literature classes, you will often need to figure out an author's most important point, or theme, and because that theme will most likely only be implied, you will need to make inferences and draw reasonable conclusions. These reasonable conclusions need to be based on evidence contained in the reading. Determining the theme of a literary selection and determining implied main ideas in a reading from another academic discipline requires the same skill of inference.

QUICK TIPS STEPS TO FINDING THE MAIN IDEA OF A LITERARY SELECTION

To figure out the main idea, or theme, of a literary work, consider these steps.

1. Determine the message, moral, abstract principle, or statement about life the author is communicating. This is the theme, or implied main idea, of the reading.
2. Write your perception of the author's theme in statement format.
3. Determine whether your theme statement makes sense in and of itself.
4. Reread the selection several times to determine whether the information in the literary work functions to support your theme statement.

Questions to Consider When Reading Literature

There are several questions to consider when reading literature for your college classes. The term **literature** refers to short stories, novels, plays, descriptive passages, or poetry. Keeping these questions in mind will help you comprehend literary selections more fully.

- **What does the title reveal about the literary work?** The author chose the title for a specific reason. It can help you understand the theme of the work—the message the author is communicating.
- **Who are the characters?** Understanding who plays a part in a short story, novel, narrative poem, or dramatic work may help in clarifying the course of events or the author's point in writing the piece.
- **What is the setting?** Generally speaking, the setting of a short story, novel, narrative poem, or play refers to the time and place in which the events recounted occur. Setting is important not only to the plot of a piece of literature, but also to its mood or tone. For example, if a passage were set in a prison environment, the mood of the piece might be one of confinement and lost hope, or perhaps of violence, hatred, and resentment. Setting, then, can be more than mere physical location and placement in time.

www.EnglishPro.ir

- **What is the point of view?** The author tells the story from a particular point of view. Consider the following possibilities:
  - Is the story told from a first person perspective ("I")?
  - Is the story told from a second person perspective ("you")?
  - Is the story told from a third person perspective ("he," "she," "it," or "they")?

  If the story is told from a third person point of view, is the narrator reporting events as if watching a video of the action, or is the narrator reporting events and can also tell us what the characters are thinking? An "omniscient" narrator is one who knows all (*omni* means all, *scient* means knowing).

- **What is the author or narrator's attitude (tone) toward the subject?** A writer's choice of words and his or her choice of sentence structure, or style, allow you to also make an inference, or educated guess, as to the author's relationship to the written piece. **Tone** is the author's attitude toward his or her subject as revealed by his or her choice of words and writing style. An author might be critical, objective, angry, sad, excited, or disapproving, for example.

  The **mood** or underlying emotion of a story, play, or poem is also communicated by the author's choice of words and writing style, and is linked with tone. Whereas tone suggests the author's attitude toward the subject matter, usually in informative and persuasive text, mood suggests the underlying emotion of a poem, story, or literary piece. The author's tone is important in creating mood in a work of literature.

- **What is the main conflict? Conflict** is the tension that is created by or between two opposing forces. A literary selection may feature one or more types of conflict. In the first type, human versus human, the protagonist (central character or hero) is in opposition to an antagonist who is another character in the piece. In a second type of conflict, human versus an external force or entity, the protagonist is pitted against something external to himself or herself, such as the environment or a social tradition. A third type of conflict, human versus self, is internal to the protagonist. He or she may struggle with his or her conscience, thoughts, impulses, or desires.

- **What is the plot, or sequence of events?** You also want to be able to paraphrase what happens in the literary piece. The **plot** is the series of actions and events that make up a story—how the action develops over time.

- **What is the high point?** Central to understanding what happens in a piece of literature is identifying the high point of the action; known as the **climax.** At this point, the action reaches its most exciting and suspenseful point, after which the resolution, or ending, takes place.

- **What is the resolution?** (How does it end)? Do the characters reconcile their differences? Or does the resolution leave the reader wondering what might happen next? The ending of a piece of literature is important in determining the author's message; how the piece ends is deliberate, informing the reader of the author's purpose and the author's message.

- **What figurative language, poetic devices, or symbols has the author used?** Literature often uses figurative language (discussed earlier) and imagery—words and phrases that appeal to the reader's senses and that conjure up images and associations in his or her mind. Similarly,

www.EnglishPro.ir

authors often create **symbols,** which are events, objects, or even characters that represent something beyond their immediate or apparent purpose. For example, the American flag is an object associated with the United States—a piece of fabric with an interesting pattern that is hoisted on a pole. and saluted or sung about at sporting events. But the American flag is also a symbol of freedom, justice, liberty, and all the abstract ideals for which the country stands.

In addition, authors may use other poetic devices to achieve a certain effect related to rhyme or meter. A **poetic device** is a technique that provides a special effect. Rhyme and meter have to do with the sound of words in a literary piece. **Assonance** is the repetition of vowel sounds for effect, or vowel rhyme.

The fat cat sat on the rat.

The grieving weaver wheeled his wares in the wilderness.

Notice that the second example has a repetition of vowel sounds—the long */e/* sound in *grieve* and *weave*. However, that example also has a repetition of the sound associated with the letter *w* (*/wuh/*). This is known as alliteration.

Alliteration is the repetition of initial consonant sounds.

The slithering sneaky snake snuck through the slimy sewer.

The chuckling cherub chortled with Charles.

The poetic technique of assonance is often used in combination with alliteration.

- **What is the author's message, or moral, that is being communicated?** Based on your answers to all these questions when reading to understand literature, you need to determine what the author's theme or message is.

QUICK TIPS QUESTIONS TO CONSIDER WHEN READING LITERATURE

1. What does the title reveal?
2. Who are the characters?
3. What is the setting?
4. What is the point of view?
5. What is the author's attitude (tone) toward the subject?
6. What is the main conflict?
7. What is the plot, or sequence of events?
8. What is the climax or high point of the action?
9. What is the resolution?
10. What figurative language, poetic devices, or symbols has the author used?
11. What is the message or moral that the author is communicating?

www.EnglishPro.ir

Thinking It Through ANALYZING A POEM

Here is a poem by Gwendolyn Brooks about a woman who went against the crowd and made her own choices. For some background information about the poet Gwendolyn Brooks, her life, her literary contributions, and her place in American literary history, see Application 2 in Chapter 6 on page 442.

Sadie and Maud
by Gwendolyn Brooks

Maud went to college.
Sadie stayed home.
Sadie scraped life
With a fine-toothed comb.

5 She didn't leave a tangle in
Her comb found every strand.
Sadie was one of the livingest chicks
In all the land.
Sadie bore two babies

10 Under her maiden name.
Maud and Ma and Papa
Nearly died of shame.
When Sadie said her last so-long
Her girls struck out from home.

15 (Sadie left as heritage
Her fine-toothed comb.)
Maud, who went to college,
Is a thin brown mouse.
She is living all alone

20 In this old house.

1. **What does the title reveal?** *The title reveals that the poem concerns two females, Sadie and Maud.*

2. **Who are the characters?** *The characters are Sadie and Maud, who are sisters. We can assume Sadie and Maud are sisters from lines 11 and 12.*

3. **What is the setting?** *There is no specific location where the story the poem tells takes place; rather, the poet gives a kind of review of the two sisters' lives. However, we can infer the approximate time the action takes place because Ma and Pa "nearly died of shame" (line 8) when Sadie bore a child outside of marriage. The events in the poem take place during a time when choices outside of culturally accepted norms (such as having children out of wedlock)*

www.EnglishPro.ir

are a source of shame. The poet grew up in the 1940s and 1950s, when women had to choose between having a domestic life and having a career.

4. **What is the point of view?** *The poem has a third person narrator.*

5. **What is the author's attitude toward the subject (tone)?** *The poet seems sympathetic toward Sadie. The image of Sadie's "combing" life (getting down to life's roots—its basics) is a positive one; also, the made-up adjective livingest (line 7) suggests unbridled enthusiasm and vibrancy. In contrast, the poet seems disapproving of Maud; as the speaker describes her as a "thin, brown mouse" (line 18), living in isolation, perhaps deprived of the support human relationships provide. Brooks presents two contrasting lifestyles in this poem. From her word choice, however, we can infer with whom her sympathy lies. This, in turn, helps us infer the message of the poem.*

6. **What is the main conflict?** *The conflict in the poem is between Sadie and her family's opinion about her choices. The conflict can be categorized as human versus external force or entity, in this case, Sadie's environment—the family and the society to which she belongs. There is also a conflict between Sadie and Maude, as Maud joins the parents in condemning Sadie for her lifestyle.*

7. **What is the plot, or sequence of events, in the story the poem relates?** *The two sisters live very different lives: Maud is described as a "thin brown mouse" (line 18) and Sadie is described as ". . . one of the livingest chicks/In all the land" (lines 7–8). We can assume Sadie took risks in her life and Maud did not. We also know that "Sadie bore two babies/Under her maiden name" (lines 9–10) and that she passed on her lifestyle to her own two children because she ". . . left as heritage/Her fine-toothed comb" (lines 15–16). Maud, who has chosen a higher road than her sister, outlives Sadie, but winds up alone in an old house.*

8. **What is the climax (or high point of the action) in the literary work?** *The first two stanzas of the poem lead up to the climax. The climax of the poem occurs when Sadie passes on her "fine-toothed comb" to her daughters, implying that Sadie dies relatively young. From that point, the reader learns that Maud lived a submissive and colorless life, educated but alone.*

9. **What is the resolution of the literary work?** *Sadie seems to have lived a wild life without regard for the opinions of others. Maud did everything she was supposed to do, but is alone. This ending leaves the reader thinking about which sister lived the fullest life.*

10. **What figurative language, poetic devices, or symbols has the poet used?** *The poet repeats the symbol of the "fine-toothed comb." This symbol suggests a comparison between Sadie's outlook on life and a fine-toothed comb, which implies having as many experiences as possible and not missing any opportunities. Sadie did not miss anything that life had to offer, including bringing new life into the world, and passed on her willingness to embrace life fully to her daughters. In contrast, the speaker in the poem tells us little about Maud other than to describe her at the end of the poem as a "thin brown mouse" (line 18), a metaphor that suggests that Maud was timid and meek, lived a lonely and unfulfilling life, and conformed*

(Continued)

www.EnglishPro.ir

to the expectations of others. This view is supported by the fact that Maud lives alone "in this old house" (line 20), devoid of any fresh experiences and without human contact. In addition, because the poem uses rhyming words like "home" and "comb", "strand" and "land," "name" and "shame," and "mouse" and "house" at the end of each stanza, the poet used the technique of assonance, where vowel sounds are repeated

11. **What is the author's message or moral that is being communicated?** *Because Maud is left with little at the end of the poem, the poet seems to be suggesting that living life to the fullest without worrying about others' opinions is worthwhile. This theme statement could also be worded in the following ways:*
    - Do what you feel is best in life and do not worry about the opinions of others.
    - Life is to be lived to the fullest.
    - Have the courage to make your own choices.
    - Different choices make different people happy.

On Your Own ANALYZING A POEM

Here's another poem by Gwendolyn Brooks about more choices in life. Using the questioning technique you learned from the Quick Tips, analyze this poem and determine the theme and the statement that can be made about the theme.

We Real Cool

The Pool Players
Seven at the Golden Shovel

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

5 Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

1. What does the title reveal? _____

_____

_____

_____

www.EnglishPro.ir

2. Who are the characters? _____

3. What is the setting? _____

4. What is the point of view? _____

5. What is the author's attitude toward the subject (tone)? _____

6. What is the main conflict? _____

7. What is the plot, or sequence of events? _____

8. What is the climax (or high point) of action? _____

9. What is the resolution? _____

10. What figurative language, poetic devices, or symbols has the author used? _____

(Continued)

www.EnglishPro.ir

11. What is the author's message or moral that is being communicated? _____

_____

_____

_____

12. In this poem, does the poet approve of the boys' choices? Support your answer with specific references to the poem. _____

_____

_____

_____

www.EnglishPro.ir

Applications

APPLICATION 1

This reading provides an overview of organized crime in the United States, referring specifically to the Mafia and its rise and fall to and from power. Answer the questions about the overall reading after previewing it, then read through the passage, making notations in the margin as you uncover important information. Remember to think about what the topic and pattern of organization is of each paragraph. Afterwards, answer the questions following the reading.

1. What is the topic of the reading? _____
2. What is the pattern of organization? _____
3. What is the author's purpose? _____
4. What is the main idea of the reading in your own words? _____

_____

_____

Organized Crime—American Mafia

1 Prohibition officially became law on January 17, 1920, as the states ratified (voted approval) of the Eighteenth Amendment to the U. S. Constitution, banning the manufacture, sale, and distribution of alcoholic beverages in the United States. Those in favor of Prohibition predicted its enforcement would be easy and inexpensive. It soon became apparent, however, that Americans were not prepared to give up alcohol. Beating Prohibition became a national pastime.

Paragraph 1: What is the main idea?

What method did you use?

2 Gangs who had limited their activities to gambling and thievery before 1920 transformed into organized groups of "bootleggers," individuals who illegally brought liquor into the country and sold it to thirsty Americans. Bootlegging gangsters became millionaires. Prominent among them was Alphonse "Al" Capone, whose brief career as a Chicago mob boss made him into a legendary character. His income was estimated at over $100 million per year.

Paragraph 2: What is the main idea?

What method did you use?

3 Near the end of the 1920s, gangs had become so organized they held a national convention in Cleveland, Ohio, on December 5, 1928. Twenty-three bosses, all of Sicilian families, gathered from New York City, Chicago, Detroit, St. Louis,

Paragraph 3: What is the main idea?

www.EnglishPro.ir

What method did you use?

Tampa, and Philadelphia. Capone could not attend because he was not Sicilian, but he sent representatives.

Paragraph 4: What is the main idea?

4 Although mutually suspicious of one another, they discussed common interests and problems, and explored the idea of establishing a nationwide crime syndicate. A syndicate is an association of individuals or groups who agree to carry out certain activities. In another meeting held in May 1929 in Atlantic City, New Jersey, crime bosses from around the country divided up the United States into territories. Next they established a national "Commission," made up of one representative from each of the country's nine territories.

What method did you use?

Paragraph 5: What is the main idea?

5 By September 1931, Charles "Lucky" Luciano and his allies—which included Jewish crime boss Meyer Lansky—were at the top of the New York crime scene. They were the victors of the Castellammarse War, a New York City gangster war between old line Italian and Sicilian Mafia bosses who had migrated to the United States in the late nineteenth and early twentieth centuries.

What method did you use?

Paragraph 6: What is the main idea?

6 The older bosses focused on settling old vendettas (bitter prolonged feuds), not on making money. The winning Luciano-Lansky faction concentrated entirely on making money and killed anyone who got in their way. Luciano was also responsible for energizing the nine-member commission. This change in direction and the activation of the commission is referred to as the Americanization of the Mafia.

What method did you use?

Paragraph 7: What is the main idea?

7 New York City was divided among five crime families with approximately nineteen more family units around the country. The five New York City families became famous; each was named after their Godfather. The legendary families were the Bonnano, Columbo, Gambino, Genovese, and Lucchese.

What method did you use?

Paragraph 8: What is the main idea?

8 When the highly profitable bootlegging period ended in 1933 with the repeal of the Eighteenth Amendment, organized crime syndicates (groups) focused on other criminal activities including gambling, loan sharking (charging very high interest rates on loans, usually very hard to pay back), prostitution, and drug distribution, a natural extension of bootlegging. Labor racketeering was another popular criminal activity. Gangsters worked their way into positions of power in a labor union and then stole from the union's retirement and health funds.

What method did you use?

Paragraph 9: What is the main idea?

9 Keeping a relatively low profile, the national organized crime syndicate received little interference from the FBI,

www.EnglishPro.ir

headed by J. Edgar Hoover (1895–1972). Fearing a poor showing against the underworld, Hoover chose not to battle organized crime. Hoover insisted the mob did not exist in the United States. Organized crime grew and prospered across the country.

What method did you use?

10 In 1951 the Kefauver Committee of the U. S. Senate conducted hearings on crime and concluded an organized Mafia did indeed operate nationwide. The Kefauver Committee was a special congressional committee created by Congress to investigate organized crime in America, including racketeering (obtaining money through illegal activities). In 1957 the New York State Police accidentally uncovered a large meeting of 60 organized crime bosses at a rural home in Apalachin, New York. As police moved in the bosses ran into the New York countryside to escape. After this incident, there was no denying the existence of an American Mafia.

Paragraph 10: What is the main idea?

What method did you use?

11 The U. S. Senate Subcommittee on Investigations gained considerable information about the mob from a defendant named Joseph Valachi in 1963. A member of New York City's Genovese family, Valachi was the first Mafia insider to give major information about the workings of the Mafia. For the first time, the American public learned about the commission and the internal structure of crime families in New York and across the nation.

Paragraph 11: What is the main idea?

What method did you use?

12 During the 1960s, under the direction of U. S. Attorney General Robert Kennedy (1925–1968), the U. S. Department of Justice began a major effort to arrest and prosecute crime family members. At the time, government reports listed 24 crime families with 5,000 members of Italian and Sicilian ancestry. About this time the American Mafia families became known as the Cosa Nostra. *Cosa Nostra* means "our thing" in Italian.

Paragraph 12: What is the main idea?

What method did you use?

13 Throughout the 1970s crime families warred with each other for power. Members of one family would assassinate another family's boss; then the family of the murdered boss would seek revenge with another killing, and so on. Murders were also often committed to prevent a member from testifying in a trial.

Paragraph 13: What is the main idea?

What method did you use?

14 The first RICO* convictions of mob bosses or heads of families came in 1980. Numerous other gangsters were convicted under RICO for crimes ranging from operating illegal garbage collection associations to loan sharking to murder. In

Paragraph 14: What is the main idea?

www.EnglishPro.ir

What method did you use?

1985 the bosses of all five Cosa Nostra crime families in New York City received prison terms of at least one hundred years, dealing a major blow to organized crime.

Paragraph 15: What is the main idea?

What method did you use?

15 In 1992 Salvatore "Sammy the Bull" Gravano (1945–) broke the mob's code of silence, like Joseph Valachi. Gravano, a high-ranking member of the Gambino crime family, testified against his boss, John Gotti (1940–2002). Gotti was sentenced to life in prison. Gotti's successor was his brother Peter, whose legal business was in trash collecting. Peter Gotti ran the Gambino family, which received monthly cash payments from violent thugs who controlled the Brooklyn waterfront where garbage was collected and transported to landfills. Peter, at age 64, was sentenced to more than nine years in prison in April 2004 on charges related to waterfront payoffs.

Paragraph 16: What is the main idea?

What method did you use?

16 Three decades of arrests and convictions of Cosa Nostra family members decreased the American mob's power. RICO proved to be a powerful tool for convicting organized crime members and resulted in long prison sentences. The code of silence, to never testify against another crime member, had been broken. Those who testified received much shorter prison sentences than if they had not cooperated.

Paragraph 17: What is the main idea?

What method did you use?

17 Government enforcement had sent many high-ranking mob leaders to prison. A life of crime was no longer as attractive and a considerable number of young people from Cosa Nostra families chose to attend universities and pursue lawful careers. A greater number of crime family recruits came from uneducated kids who had neither leadership skills nor the loyalty of past members. The face of organized crime began to significantly change. New criminal gangs of black Americans, Hispanics, Asians, Chinese, Russians, and South Americans competed with the traditional American Mafia. Motorcycle, or "biker," gangs became a major rival of the mob.

---

*RICO stands for Racketeer Influenced and Corrupt Organizations Act. It is a U.S. federal law established in 1970 to provide extended punishment for those convicted of organized crime.

www.EnglishPro.ir

COMPREHENSION CHECK

Answer the following questions, using your skills of inference and drawing conclusions. Remember: Both inferences and conclusions must be based on information provided in the passage, as well as your own knowledge. Be prepared to defend your answer by referring to information in the reading.

1. Why did the Mafia become so powerful in the first half of the twentieth century?

_____

_____

_____

_____

2. How did bootleggers become so wealthy? _____

_____

_____

_____

_____

3. At what point in time did the U. S. government fully realize the extent of the Mafia's power in organized crime? Why did it take so long? _____

_____

_____

_____

_____

4. At what point did the Mafia's power begin to decline markedly? _____

_____

_____

_____

_____

5. What groups have replaced the Mafia as the heads of organized crime by the end of the twentieth century? _____

_____

_____

_____

_____

6. What do you predict may be the next chapter in organized crime in America? _____

_____

_____

_____

_____

www.EnglishPro.ir

7 Complete this timeline of the rise and fall of the U. S. Mafia. Indicate the major events that occurred in each decade, from 1920 through 1990.

1920s: _____

1930s: _____

1940s: _____

1950s: _____

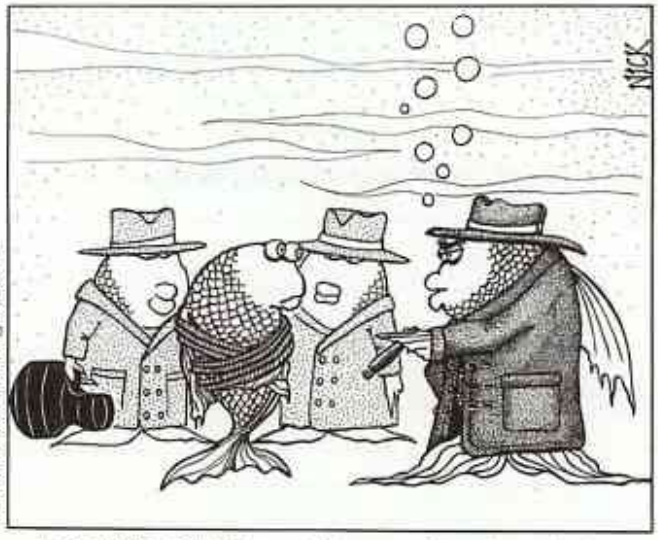
1960s: _____

1970s: _____

1980s: _____

1990s: _____

8 What is the implied main idea of this cartoon? _____



Nick Kim/www.nearing-zero.net

"Let's get this straight: either you talk, or we send you to the surface in a polystyrene overcoat."

www.EnglishPro.ir

9 Here are three quotes about the Mafia. Identify the figurative language (metaphor, simile, personification, hyperbole) used and paraphrase the quote.

"The IRS! They're like the Mafia, they can take anything they want!"

—Jerry Seinfeld, American comedian

_____

_____

_____

"With this arrest, the Mafia has been beheaded."

—Piero Grasso
Anti-Mafia Prosecutor Magistrate, Rome, Italy

_____

_____

_____

"They were becoming like a little Mafia. If one committed a mischief, the others would not tell."

—Franco Diligenti, on why he sent his quintuplets to separate schools when they reached the age of seven

_____

_____

_____

www.EnglishPro.ir

APPLICATION 2

This reading about the Salem witch trials in the late 1600s in Massachusetts is taken from *Smithsonian* magazine. Answer the questions about the overall reading, then read through the passage, making notations in the margin as you uncover important information. Afterwards, answer the questions following the reading, analyze the cartoon, and complete the vocabulary exercise.

1. What is the topic of the reading? _____
2. What is the pattern of organization? _____
3. What is the author's purpose? _____
4. What is the main idea of the reading in your own words? _____

_____

_____

_____

A Brief History of the Salem Witch Trials

One town's strange journey from paranoia to pardon

by Jess Blumberg

Paragraph 1: What is the main idea?

What method did you use?

1 The Salem witch trials occurred in colonial Massachusetts between 1692 and 1693. More than 200 people were accused of practicing witchcraft—the Devil's magic—and 20 were executed. Eventually, the colony admitted the trials were a mistake and compensated the families of those convicted. Since then, the story of the trials has become synonymous with paranoia and injustice, and it continues to beguile the popular imagination more than 300 years later.

What is the main idea of this subsection?

Salem Struggling

Paragraph 2: What is the main idea?

2 Several centuries ago, many practicing Christians, and those of other religions, had a strong belief that the Devil could give certain people known as witches the power to harm others in return for their loyalty. A "witchcraft craze" rippled through Europe from the 1300s to the end of the 1600s. Hundreds of thousands of supposed witches—mostly women—were executed.

What method did you use?

3 In 1689, English rulers William and Mary started a war with France in the American colonies. Known as King William's War to colonists, it ravaged regions of upstate New York, Nova

www.EnglishPro.ir

Scotia and Quebec, sending refugees into the county of Essex and, specifically, Salem Village in the Massachusetts Bay Colony. (Salem Village is present-day Danvers, Massachusetts; colonial Salem Town became what's now Salem.)

Paragraph 3: What is the main idea?

What method did you use?

4 The displaced people created a strain on Salem's resources. This aggravated the existing rivalry between families with ties to the wealth of the port of Salem and those who still depended on agriculture. Controversy also brewed over Reverend Samuel Parris, who became Salem Village's first ordained minister in 1689, and was disliked because of his rigid ways and greedy nature. The Puritan villagers believed all the quarreling was the work of the Devil.

Paragraph 4: What is the main idea?

What method did you use?

5 In January of 1692, Reverend Parris' daughter Elizabeth, age 9, and niece Abigail Williams, age 11, started having "fits." They screamed, threw things, uttered peculiar sounds, and contorted themselves into strange positions, and a local doctor blamed the supernatural. Another girl, Ann Putnam, age 11, experienced similar episodes. On February 29, under pressure from magistrates Jonathan Corwin and John Hathorne, the girls blamed three women for afflicting them: Tituba, the Parrises' Caribbean slave; Sarah Good, a homeless beggar; and Sarah Osborne, an elderly, impoverished woman.

Paragraph 5: What is the main idea?

What method did you use?

Witch Hunt

What is the main idea of this subsection?

6 All three women were brought before the local magistrates and interrogated for several days, starting on March 1, 1692. Osborne claimed innocence, as did Good. But Tituba confessed, "The Devil came to me and bid me serve him." She described elaborate images of black dogs, red cats, yellow birds, and a "black man" who wanted her to sign his book. She admitted that she signed the book and said there were several other witches looking to destroy the Puritans. All three women were put in jail.

Paragraph 6: What is the main idea?

What method did you use?

7 With the seed of paranoia planted, a stream of accusations followed for the next few months. Charges against Martha Corey, a loyal member of the Church in Salem Village, greatly concerned the community; if she could be a witch, then anyone could. Magistrates even questioned Sarah Good's 4-year-old daughter, Dorothy, and her timid answers were construed as a confession. The questioning got more serious in April when Deputy Governor Thomas Danforth and his assistants attended the hearings. Dozens of people from

Paragraph 7: What is the main idea?

What method did you use?

www.EnglishPro.ir

Salem and other Massachusetts villages were brought in for questioning.

Paragraph 8: What is the main idea?

What method did you use?

8 On May 27, 1692, Governor William Phipps ordered the establishment of a Special Court of Oyer (to hear) and Terminer (to decide) for Suffolk, Essex, and Middlesex counties. The first case brought to the special court was Bridget Bishop, an older woman known for her gossipy habits and promiscuity. When asked if she committed witchcraft, Bishop responded, "I am as innocent as the child unborn." The defense must not have been convincing, because she was found guilty and, on June 10, became the first person hanged on what was later called Gallows Hill.

Paragraph 9: What is the main idea?

What method did you use?

9 Five days later, respected minister Cotton Mather wrote a letter imploring the court not to allow spectral evidence—testimony about dreams and visions. The court largely ignored this request and five people were sentenced and hanged in July, five more in August, and eight in September. On October 3, following in his son's footsteps, Increase Mather, then president of Harvard, denounced the use of spectral evidence: "It were better that ten suspected witches should escape than one innocent person be condemned."

Paragraph 10: What is the main idea?

What method did you use?

10 Governor Phipps, in response to Mather's plea and his own wife being questioned for witchcraft, prohibited further arrests, released many accused witches, and dissolved the Court of Oyer and Terminer on October 29. Phipps replaced it with a Superior Court of Judicature, which disallowed spectral evidence and only condemned 3 out of 56 defendants. Phipps eventually pardoned all who were in prison on witchcraft charges by May 1693. But the damage had been done: 19 were hanged on Gallows Hill, a 71-year-old man was pressed to death with heavy stones, several people died in jail, and nearly 200 people, overall, had been accused of practicing "the Devil's magic."

What is the main idea of this subsection?

Restoring Good Names

Paragraph 11: What is the main idea?

11 Following the trials and executions, many involved, like judge Samuel Sewall, publicly confessed error and guilt. On January 14, 1697, the General Court ordered a day of fasting and soul-searching for the tragedy of Salem. In 1702, the court declared the trials unlawful. And in 1711, the colony passed a bill restoring the rights and good names of those accused and granted £600 restitution to their heirs. However, it was not

www.EnglishPro.ir

until 1957—more than 250 years later—that Massachusetts formally apologized for the events of 1692.

What method did you use?

12 In the 20th century, artists and scientists alike continued to be fascinated by the Salem witch trials. Playwright Arthur Miller resurrected the tale with his 1953 play *The Crucible*, using the trials as an allegory for the McCarthyism paranoia in the 1950s. Additionally, numerous hypotheses have been devised to explain the strange behavior that occurred in Salem in 1692. One of the most concrete studies, published in *Science* in 1976 by psychologist Linnda Caporael, blamed the abnormal habits of the accused on the fungus ergot, which can be found in rye, wheat, and other cereal grasses. Toxicologists say that eating ergot-contaminated foods can lead to muscle spasms, vomiting, delusions, and hallucinations. Also, the fungus thrives in warm and damp climates—not too unlike the swampy meadows in Salem Village, where rye was the staple grain during the spring and summer months.

Paragraph 12: What is the main idea?

What method did you use?

13 In August 1992, to mark the 300th anniversary of the trials, Nobel Laureate Elie Wiesel dedicated the Witch Trials Memorial in Salem. Also in Salem, the Peabody Essex Museum houses the original court documents, and the town's most-visited attraction, the Salem Witch Museum, attests to the public's enthrallment with the 1692 hysteria.

Paragraph 13: What is the main idea?

What method did you use?

COMPREHENSION CHECK

Answer the following questions, using your skills of inference and drawing conclusions. Remember: Inferences and conclusions must be based on information provided in the passage, as well as your own knowledge. Be prepared to defend your answer by referring to information in the reading.

1 What was the historical reason that the Salem witch trials began? _____

_____

_____

_____

_____

2 Why did the people of Salem react as they did? _____

_____

_____

_____

_____

www.EnglishPro.ir

3 Why did the trials last for only a short period of time? _____

4 What do you think accounted for the "publicly confessed error and guilt" (paragraph 11) on the parts of the judges and others involved? _____

5 What might account for people's continued fascination with the Salem witch trials?

6 Explain the1976 study that suggested that ingestion of ergot might account for the abnormal behavior. _____

7 These quotes are from *The Crucible* by Arthur Miller, a play based on the Salem witch trials that premiered in 1953. Identify the figurative language used in the quotes. Then state the main point of the quotes in the space provided.

Let you not mistake your duty as I mistook my own. I came into this village like a bridegroom to his beloved, bearing gifts of high religion; the very crowns of holy law I brought, and what I touched with my bright confidence, it died; and where I turned the eye of my great faith, blood flowed up.

—Act IV (Reverend Hale to Elizabeth Proctor, attempting to convince her to compel her husband into confession. He realizes his part in the whole affair and is trying to save lives in the only way possible.)

www.EnglishPro.ir

This is a sharp time, now, a precise time—we live no longer in the dusky afternoon when evil mixed itself with good and befuddled the world. Now, by God's grace, the shining sun is up, and them that fear not light will surely praise it.

—Act III (Danforth to Francis Nurse, who is trying to prove his wife is simply the victim of scheming townspeople. He is completely convinced by the girls and believes that the court is doing the work of God.)

www.EnglishPro.ir

APPLICATION 3

This Application features a famous short story published around the time of World War II. It concerns appearances and reality, people's inhumanity to each other, and a variety of other themes. Read the story, practicing the skills you learned in this chapter related to understanding literature. After reading, respond to the questions following the story.

The Lottery

by Shirley Jackson

1 The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix—the villagers pronounced this name "Dellacroy"—eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at the boys and the very small children rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted—as were the square dances, the teen club, the Halloween program—by Mr. Summers, who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him, because he had no children and his wife was a scold. When he arrived in the square,

www.EnglishPro.ir

carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called, "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool, and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men, Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

5 The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put way, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up—of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the

www.EnglishPro.ir

box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on, "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your, Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully, "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said, Grinning, "Wouldn't have me leave m'dishes in the sink, now, would you, Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

10 "Well, now," Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar," several people said. "Dunbar. Dunbar."

Mr. Summers consulted his list. "Clyde Dunbar," he said. "That's right. He's broke his leg, hasn't he? Who's drawing for him?"

"Me. I guess," a woman said, and Mr. Summers turned to look at her. "Wife draws for her husband," Mr. Summers said. "Don't you have a grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen yet," Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

15 "Right," Mr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I'm drawing for my mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said things like "Good fellow, Jack," and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said, and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names—heads of families first—and the men

www.EnglishPro.ir

come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

20 The people had done it so many times that they only half listened to the directions: most of them were quiet, wetting their lips, not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi, Steve," Mr. Summers said, and Mr. Adams said,, "Hi, Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd, where he stood a little apart from his family, not looking down at his hand.

"Allen," Mr. Summers said. "Anderson . . . Bentham."

"Seems like there's no time at all between lotteries anymore," Mrs. Delacroix said to Mrs. Graves in the back row.

"Seems like we got through with the last one only last week."

"Time sure goes fast," Mrs. Graves said.

25 "Clark . . . Delacroix."

"There goes my old man," Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said. "Go on, Janey," and another said, "There she goes."

"We're next," Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely, and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hands, turning them over and over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt . . . Hutchinson."

30 "Get up there, Bill," Mrs. Hutchinson said, and the people near her laughed.

"Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries," Mrs. Adams said.

35 "Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

"Martin." And Bobby Martin watched his father go forward. "Overdyke . . . Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through," her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

www.EnglishPro.ir

40 Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

"Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

"Watson." The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying, "Who is it?," "Who's got it?," "Is it the Dunbars?," "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill." "Bill Hutchinson's got it."

45 "Go tell your father," Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers. "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie," Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Shut up, Tessie," Bill Hutchinson said.

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

50 "There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

"Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe," Bill Hutchinson said regretfully. "My daughter draws with her husband's family; that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

55 "Right," Bill Hutchinson said.

"How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said.

"There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said. "Harry, you got their tickets back?"

60 Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

Mr. Graves had selected the five slips and put them in the box, and he dropped all the papers but those onto the ground, where the breeze caught them and lifted them off.

www.EnglishPro.ir

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill?" Mr. Summers asked, and Bill Hutchinson, with one quick glance around at his wife and children, nodded.

65 "Remember," Mr. Summers said, "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy," Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper," Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward switching her skirt, and took a slip daintily from the box. "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet overlarge, nearly knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly, and then set her lips and went up to the box. She snatched a paper out and held it behind her.

"Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be," Old Man Warner said clearly. "People ain't the way they used to be."

70 "All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill Jr. opened theirs at the same time, and both beamed and laughed, turning around to the crowd and holding their slips of paper above their heads.

"Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper, Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

75 "All right, folks," Mr. Summers said. "Let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

Mrs. Dunbar had small stones in both hands, and she said, gasping for breath, "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson a few pebbles.

www.EnglishPro.ir

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head. Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

80 "It isn't fair, it isn't right," Mrs. Hutchinson screamed, and then they were upon her.

COMPREHENSION CHECK

Answer the following questions. Discuss your answers with a partner or in class discussion.

1 What does the title reveal about the story? _____

2 Who are the characters in the story? _____

3 Where does the story take place (setting)? _____

4 What is the point of view? _____

5 What is the author's attitude (tone) toward the subject? _____

6 What is the main conflict in the story? _____

www.EnglishPro.ir

7 What is the plot, or sequence of events, in the story? _____

8 What is the climax (or high point)of the action in the story? _____

9 What is the resolution of the story? _____

10 What figurative language, poetic devices, or symbols has the author used? _____

11 What message, or moral, is Jackson communicating? _____

DISCUSSION QUESTIONS

Respond to the following questions in writing or discussion, as your instructor assigns.

1 Were you surprised by the ending? If not, at what point in the story did you guess the ending?

2 What does the black box symbolize (see paragraphs 5 and 75)?

3 A scapegoat is a person or group made to bear the blame for others or to suffer in their place. Who do you think is the scapegoat in this story?

www.EnglishPro.ir

4 Why does the town goes through the ritual of the lottery every year?

5 What is the significance of the lighthearted exchange once Tessie arrives in paragraphs 8 and 9?

6 What is the significance of the statement, "Lottery in June, corn be heavy soon" (paragraph 33)?

7 What is the significance of the character of Old Man Warner?

8 This story was published in 1948. Do you think Shirley Jackson was making a comment on events that took place around this time? If so, what events do you think she was commenting on?

9 Do you think the story is only about the time period following World War II, or is the author making a larger statement about human nature? If so, what statement is she making?

10 What other events in human history can be compared to the lottery?

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Inference	
Conclusion	
Implied main idea	
Method 1 for implied main idea	
Method 2 for implied main idea	
Method 3 for implied main idea	
Figurative language	
Metaphor	
Simile	
Personification	
Hyperbole	

(Continued)

www.EnglishPro.ir

KEY TERM OR CONCEPT	YOUR NOTES
Theme	
Characters	
Setting	
Point of view	
Tone	
Mood	
Conflict	
Plot	
Climax	
Resolution	
Symbol	
Assonance	
Alliteration	

www.EnglishPro.ir

GROUP ACTIVITY: GROUP BEHAVIOR

Use a search engine such as Alta Vista, Google, or Yahoo, to find information about the Bystander Effect, group behavior, or another topic introduced in this chapter. Present your findings to the class for group discussion.

Alternatively, find a poem online, in a book, or in a magazine. Analyze your poem, following the criteria outlined in the study strategy for understanding literature. Find several examples of figurative language in the poem and interpret their meaning.

REFLECTIVE JOURNAL QUESTIONS

1. Analyze a piece of fiction or a movie using the criteria for reading literature outlined in this chapter.
2. A significant amount of college reading involves understanding implied main ideas. Choose a reading assigned for another class and find the implied main idea. What are the inferences you made as a reader that allowed you to draw the conclusion about the main idea that you did?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a response to submit to your instructor.

1. What do you believe is the most significant reason why people choose to behave in ways they know are wrong? Provide three examples of errors in judgment that you have made in your own life and describe how you would make different choices now.
2. There are several readings in this chapter that concern diffusion of responsibility. Based on these readings, explain three strategies you think would be effective in educating people about group behavior. Use specific examples of how such education might change your community.
3. What are the qualities needed for an individual to overcome being prone to group pressure? Choose three qualities (behaviors, techniques, or attitudes) that characterize a person who has risen above this influence. Support your answer with specific examples.

www.EnglishPro.ir

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in , understanding, learning, and applying the skills and strategies discussed in this chapter.

Study: Office Bullies Create Workplace "War Zone"

by Jeanna Bryner

1 The office might be far from the playground, but it's not off limits to bullies. From a screaming boss to snubbing colleagues, bullies can create a "war zone" in the workplace.

2 In a recent study, bullied employees likened their experiences to a battle, water torture, a nightmare, or a noxious substance. Understanding the seriousness of workplace bullying and what it feels like to get bullied could help managers put the brakes on the behavior, shown to afflict 25 to 30 percent of employees sometime during their careers.

3 "Many Americans are familiar with sexual and racial harassment, but not generalized workplace bullying," said study team member Sarah Tracy of Arizona State University. Bullying can lead to higher company costs including increased employee illness, use of sick days, and medical costs, ultimately affecting productivity, she added.

4 Workplace bullying can include "screaming, cursing, spreading vicious rumors, destroying the target's property or work product, excessive criticism, and sometimes hitting, slapping, and shoving." Subtle behaviors, such as silent treatment, disregard of requests, and exclusion from meetings, count as bullying.

Bully Icons

5 The scientists interviewed 17 women and 10 men ranging from 26 to 72 years old, who had experienced bullying. Often, people have trouble putting into words their emotions surrounding bully behavior. So the researchers analyzed the metaphors found throughout the participants' descriptions of bullying.

6 More than any other metaphor, participants characterized bullying as a contest or battle, with a female religious educator saying, "I have been maimed . . . I've been character assassinated." Others expressed feeling "beaten, abused, ripped, broken, scared, and eviscerated," the researchers stated in the upcoming issue of the journal *Management Communication Quarterly*.

7 The bullies were described as two-faced actors, narcissistic dictators and devils, leading workers to feel like vulnerable children, slaves, and prisoners in these situations. As one employee explained, "I feel like I have 'kick me' tattooed on my forehead."

Bully-Proof Office

8 How can you take the bite out of a bully-fied office? "An important first step of changing workplace bullying is helping people to understand that it's more than just kid stuff," Tracy told *LiveScience*.

www.EnglishPro.ir

9 Early intervention can nip bullying in the bud before it escalates into an established pattern, one resulting in high company costs. The problem is that most bully victims keep their mouths shut, whispering their horrid experiences to close friends rather than higher-ups. The use of metaphors, the researchers suggested, is more subtle and more likely to seep into conversations both public and private.

10 The scientists will continue examining the prevalence and impact of workplace bullying. In another research project, which will be published in an upcoming issue of the *Journal of Management Studies*, they found that out of more than 400 U. S. workers surveyed, 25 percent were bullied at work.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the implied meaning of the following sentence?

In a recent study, bullied employees likened their experiences to a battle, water torture, a nightmare, or a noxious substance.

A. To go to work was a very unpleasant experience.
B. Employees need to go along with what others in the group do.
C. Employees should do what they think is best, regardless of others' actions.
D. Bullies should go along with the group unless they know better.

2 What is the pattern of organization in this reading?

A. Comparison and contrast
B. Definition and example
C. Sequence or process order
D. Cause and effect

3 Which of the following would make a reasonable alternative title for this reading?

A. To Hell and Back: My Day at the Office
B. Bullying Is Cruel
C. Bullies Should Be Punished
D. Monkey See, Monkey Do

4 What is the most important point about the topic?

A. In a recent study, bullied employees likened their experiences to a battle, water torture, a nightmare, or a noxious substance.
B. Many Americans are familiar with sexual and racial harassment, but not generalized workplace bullying.
C. Understanding the seriousness of workplace bullying and what it feels like to get bullied could help managers put the brakes on the behavior.
D. From a screaming boss to snubbing colleagues, bullies can create a "war zone" in the workplace.

www.EnglishPro.ir

5 **Where is the main idea?**

A. Combine the first and second sentences of paragraph 8.
B. Combine the two sentences in paragraph 10.
C. It is directly stated in paragraph 1.
D. Combine the two sentences in paragraph 2.

6 **It is stated that, "Often, people have trouble putting into words their emotions surrounding bully behavior. So the researchers analyzed the metaphors found throughout the participants' descriptions of bullying." Why?**

A. Metaphors reveal the bullying episodes.
B. Metaphors create a mental imagine that clearly reflects the emotions of the victims.
C. The participants in the study could not use literal language.
D. The degree of bullying was insufficient for the participants to use figurative language.

7 **What is the meaning of the simile in the following sentence from paragraph 7?**
As one employee explained, "I feel like I have 'kick me' tattooed on my forehead."

A. The employee wanted to kick the bully.
B. The employee was tired of all the bullying.
C. The employee wanted to complain to the boss about mistreatment.
D. The employee felt like he was a target for excessive bullying.

8 **What is the implied main idea of paragraph 9?**

A. Early intervention can nip bullying in the bud before it escalates into an established pattern, but the problem is that most bully victims keep their mouths shut.
B. The use of metaphors prevents the employees from speaking up about the bullying.
C. To see the bullying behavior clearly, employees should use metaphors.
D. Early intervention is blocked by all the metaphors.

9 **What method of determining the implied main idea did you use to figure out the main idea of paragraph 9?**

A. Method 1
B. Method 2
C. Method 3
D. The main idea is directly stated.

10 **What is the author's tone in this reading?**

A. Sad
B. Angry
C. Lighthearted
D. Amused

www.EnglishPro.ir

UNIT 2

READING FOR MAIN IDEAS

THEME *Communication and Conflict Across Cultures*

Textbook Application

This textbook chapter from the humanities concerns historical events and the cultural effects of these events in the Western world (Europe and North America). *Humanities* is a general term that covers a variety of college disciplines, such as philosophy, art and music history, English and literature, and often foreign languages. Cultural developments in literature and music are explored as they reflect and were developed by the historical events of World War I and the Russian Revolution.

You now have a foundation in applying reading strategies and assessing text structure and supporting points from your study of Chapters 1 and 2. In addition, you have a strong understanding of both explicit and implied main ideas as well as fundamental strategies for understanding and reading literature. Now you have to gain practice in transferring these skills to real college textbook chapters. This is your goal as a successful college student. This may seem a difficult task, but you have enough preparation now to practice here and succeed. The trick is to look at the sections in the text logically and to use what you have learned.

Apply what you have learned about prereading strategies, structure, relationships between ideas, and finding main points—both directly stated and implied—in longer readings. In addition, apply your knowledge of vocabulary strategies and reading graphics. Your knowledge of literature will also be useful.

There are four major subsections in this chapter: World War 1 and the Russian Revolution, Literature, Music, and World War I and European Consciousness. The predominant patterns of organization are cause and effect and sequence. Can you predict the pattern of organization of each subsection from its heading?

1. Survey the chapter.
2. Take each section one at a time, turning the headings into questions.
3. Read each section first, looking for the answers to the questions.
4. As you read, jot down major points that answer the question posed by your guide question.
5. Circle any vocabulary that is unfamiliar and use context clues or word structure clues to help you make a guess as to the word's meaning. In addition, be alert to any figurative language.

On a separate piece of paper, using your notes and referring to the textbook section again, identify the following in each subsection.

I. WORLD WAR I AND THE RUSSIAN REVOLUTION

A. What were the main causes of WWI?
B. What were the main effects of WWI?

www.EnglishPro.ir

C. What were the main causes of the Russian Revolution?
D. What were the main effects of the Russian Revolution?
E. Create a timeline of events in WWI.
F. Create a timeline of events in the Russian Revolution.

II. LITERATURE

A. The Experience of War
   1. How did WWI affect literature?
   2. What are the major literary works to emerge from this historical period?
   3. Who are the main literary influences from this period?
B. The Lost Generation: Gertrude Stein
   1. Define the phrase *the Lost Generation.*
   2. Who are the major figures of the Lost Generation and what was their contribution to literature?
C. The Roaring Twenties in America
   1. Describe the Roaring Twenties.
   2. Who were the major figures during this period?
   3. What were the major literary works from this period?
D. Continued Modernist Experiments
   1. Who were the major figures during this period?
   2. What were the major literary works from this period?
E. The Harlem Renaissance
   1. What is the historical context of the Harlem Renaissance?
   2. Who are the major figures during this period?
   3. What were the major literary works from this period?

III. MUSIC

A. Ragtime: Scott Joplin
   1. What is the historical context of this period?
   2. Why was Joplin a major figure during this period?
   3. What were his major works from this period?
B. Blues: Bessie Smith
   1. What is the historical context of this period?
   2. Why was Smith a major figure during this period?
   3. What were the major works from this period?
C. Early Jazz
   1. What is the historical context of this period?
   2. Who are the major figures during this period?
   3. What were the major works from this period?

IV. WORLD WAR I AND EUROPEAN CONSCIOUSNESS

How did WWI affect the European consciousness?

Prepare for a quiz on this subject matter. You may use the notes you have created to answer the quiz questions. Following the quiz, your instructor will help you assess the strengths and weaknesses in your understanding of this textbook chapter.

www.EnglishPro.ir

CHAPTER 24

World War I and Its Aftermath:
The Lost Generation and the Jazz Age

TO MANY EUROPEANS, THE OPENING YEARS of the twentieth century seemed full of promise. Advances in science and technology, the rising standard of living, the expansion of education, and the absence of wars between the Great Powers since the Franco-Prussian War (1870–1871) all contributed to a general feeling of optimism. Yet these accomplishments hid disruptive forces, particularly an overheated nationalism, that were propelling Europe toward a cataclysm—World War I. "There will be wars as never before on earth," predicted Nietzsche. World War I bore him out. Modern technology enabled the combatants to kill with unprecedented efficiency.

After World War I, Europeans looked at themselves and their civilization differently. It seemed that in science and technology they had unleashed powers that they could not control, and belief in the stability and security of European civilization appeared to be an illusion. Also illusory was the expectation that reason would banish the vestiges of darkness, ignorance, and injustice and usher in an age of continual progress. European intellectuals felt that they were living in a "broken world." In a time of heightened brutality and mobilized irrationality, the values of old Europe seemed beyond recovery. "All the great words," wrote D. H. Lawrence, "were canceled out for that generation." The fissures discernible in European civilization before 1914 had grown wider and deeper.

The sense of disillusionment and disenchantment found expression in cultural life; many intellectuals, feeling that they were part of a "lost generation," questioned traditional values, and their works often demonstrated a pessimistic outlook about the human condition. At the same time, Modernist experimentation continued to produce innovations in the arts. An entire generation of American authors left the United States to take up residence in Europe, particularly Paris. Their bohemian lifestyle of pleasure seeking and capriciousness opened the door for later generations of writers and artists who established themselves as a counterculture. Those American writers who remained at home attempted to come to grips with the glitz, glamour, and free-spending habits of the postwar generation, but at the same time, they tried to give meaning to the anxiety, hypocrisy, exploitation, and corruption that they believed characterized their age.

WORLD WAR I AND THE RUSSIAN REVOLUTION

On June 28, 1914, Archduke Frances Ferdinand, heir to the throne of Austria-Hungary, was assassinated by Gavrilo Princip, a young Serbian nationalist (and Austrian subject), at Sarajevo in the Austrian province of Bosnia, inhabited largely by South Slavs. The assassination triggered those explosive forces that lay beneath the surface of European life, and six weeks later, Europe was engulfed in a general war that altered the course of Western civilization.

Belligerent, irrational, and extreme nationalism was a principal cause of World War I. Placing their country above everything, nationalists in various countries fomented hatred of other nationalities and called for the expansion of their nation's borders—attitudes that fostered belligerence in foreign relations. Wedded to nationalism was a militaristic view that regarded war as heroic and as the highest expression of individual and national life.

Yet Europe might have avoided the world war had the nations not been divided into hostile alliance systems. By 1907, the Triple Alliance of Germany, Austria-Hungary, and Italy confronted the loosely organized Triple Entente of France, Russia, and Great Britain.

A danger inherent in an alliance system is that a country, knowing that it has the support of allies, may pursue an aggressive foreign policy and may be less likely to compromise during a crisis; also, a war between two

www.EnglishPro.ir

states may well draw in the other allied powers. These dangers materialized in 1914.

In the diplomatic furor of July and early August 1914, following the assassination of Francis Ferdinand, several patterns emerged. Austria-Hungary, a multinational empire dominated by Germans and Hungarians, feared the nationalist aspirations of its Slavic minorities. The nationalist yearn-ings of neighboring Serbia aggravated Austria-Hungary's problems, for the Serbs, a South Slav people, wanted to create a Greater Serbia by uniting with South Slavs of Austria-Hungary. If Slavic nationalism gained in intensity, the Austro-Hungarian (or Hapsburg) Empire would be broken into states based on nationality. To prevent this, Austria-Hungary decided to use the assassination as justification for crushing Serbia.

The system of alliances escalated the tensions between Austria-Hungary and Serbia into a general European war. Germany saw itself threatened by the Triple Entente (a conviction based more on paranoia than on objective fact) and regarded Austria-Hungary as its only reliable ally. Holding that at all costs its ally must be kept strong, German officials supported Austria-Hungary's decision to crush Serbia. Fearing that Germany and Austria-Hungary aimed to extend their power into southeastern Europe, Russia would not permit the destruction of Serbia. With the support of France, Russia began to mobilize, and when it moved to full mobilization, Germany declared war. Because German battle plans, drawn up years before, called for a war with both France and Russia, France was drawn into the conflict; Germany's invasion of neutral Belgium, which Britain was pledged to defend, brought the British Empire into the war.

Most European statesmen and military men believed the war would be over in a few months. Virtually no one anticipated that it would last more than four years and that the casualties would number in the millions.

The most terrible war the world had experienced ended in November 1918; in January 1919, representatives of the victorious powers assembled in Paris to draw up a peace settlement. The ***Versailles Treaty*** required Germany to cede territory to France and the newly created Poland, to surrender her colonies, to disarm, and to pay reparations, the exact amount left for future determination. The Germans denounced the treaty, which they regarded as an Anglo-French plot to keep Germany economically and militarily weak. The treaty's defenders argued that if Germany had won the war, it would have forced far more ruthless terms on France and other losing countries.

What is most significant about the Treaty of Versailles is that it did not solve the German problem. Germany was left weak but unbroken—its industrial and military power only temporarily contained, and its nationalist fervor undiminished. The real danger in Europe was German unwillingness to accept defeat or surrender the dream of expansion.

One consequence of the war that influenced the course of European and world history in momentous ways was the Russian Revolution of 1917 and the resultant triumph of the Bolsheviks (soon to be called Communists). The people of Russia had initially responded to the war with a show of patriotic fervor. By January 1917, however, virtually all Russians—and, most of all, the soldiers—had lost trust in their autocratic government. The ill-equipped and poorly led Russian armies suffered huge losses, and by 1916 the home front began to fall apart. Shops were empty, money had no value, and hunger and cold stalked the working quarters of cities and towns. But Tsar Nicholas II, determined to preserve autocracy, resisted any suggestion that he liberalize the regime for the sake of the war effort.

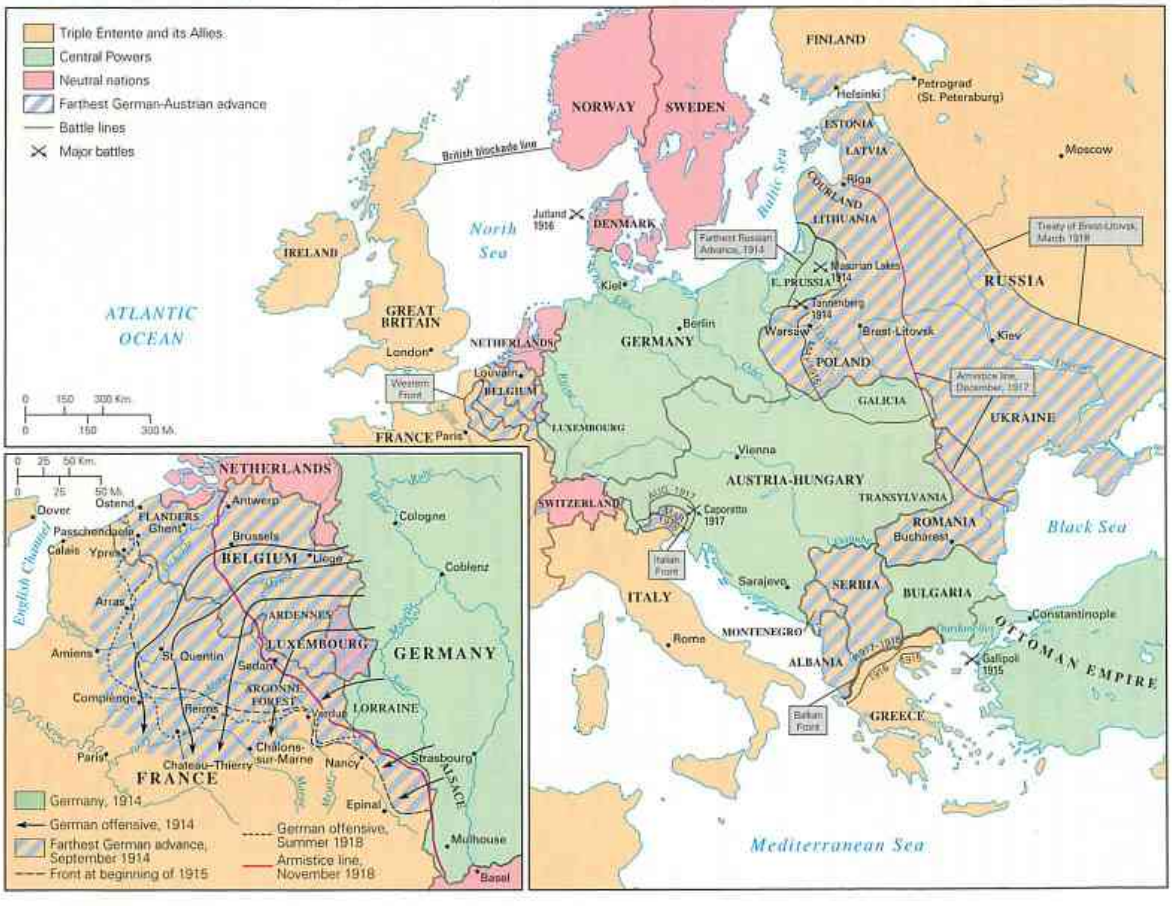
Autocracy was ready to collapse at the slightest blow. In early March, a strike, riots in the food lines, and street demonstrations in Petrograd (formerly Saint Petersburg) flared into sudden, unpremeditated revolution. The soldiers, who during the unrest of 1905 had stood by the tsar, now rushed to support the striking workers. The Romanov dynasty, after three hundred years of rule (1613–1917), came to an end.

The Provisional Government, after July 1917 guided by Aleksandr Kerensky (1881–1970), sought to transform Russia into a Western-style liberal state, but the government failed to comprehend the urgency with which the Russian peasants wanted the landlords' land and soldiers and the masses wanted peace. Resentment spiraled. Kerensky's increasing unpopularity and the magnitude of the popular unrest seemed to Vladimir Lenin (1870–1924), head of the Bolsheviks, a revolutionary Marxist party, an invitation to seize power. In November 1918, the Bolsheviks, supported by the workers and soldiers in Petrograd, overthrew the Kerensky government.

A brutal civil war followed. Opponents of the Bolsheviks (Reds) were led by elements of the tsarist

www.EnglishPro.ir

Map 24.1 The First World War in Europe The trench war on the western front was concentrated in Belgium and northern France, while the war in the east encompassed an enormous territory.



www.EnglishPro.ir

aristocracy (Whites). The Bolsheviks proved to be the only force capable of holding together a country faced with defeat, revolution, civil war, foreign intervention, and economic ruin. The government became a socialist dictatorship with Lenin at its head. Soviet Russia was guided by Marxist ideology adapted by Lenin to Russian conditions, and it was run by the professional revolutionaries of the Communist party. Lenin believed that among the raw and violence-prone peoples of Russia, discipline had to be enforced by compulsion and even terror, if their country was to survive. The civil war—a counterrevolution that threatened the very existence of the Communist regime—was for Lenin a pressing reason for employing terror.

LITERATURE

The Experience of War

The most famous literary work to emerge from the war was *All Quiet on the Western Front* (1929), written by Erich Maria Remarque (1898–1970), a German novelist and himself a veteran of the trenches. In addition to his memorable descriptions of mind-numbing artillery bombardments and hand-to-hand combat in the trenches, Remarque captured the disillusionment that would affect the postwar generation. A young German soldier in the novel ponders the war's effect on his generation:

> I am twenty years old; yet I know nothing of life but despair, death, fear, and fatuous superficiality cast over an abyss of sorrow. I see how peoples are set against one another, and in silence, unknowingly, foolishly, obediently, innocently slay one another. I see that the keenest brains of the world invent weapons and words to make it yet more refined and enduring. . . . [A]ll my generation is experiencing these things with me. . . . What do they expect of us if a time ever comes when the war is over? Through the years our business has been killing. . . . Our knowledge of life is limited to death. What will happen afterwards?

The best American novel to come out of the Great War was *A Farewell to Arms* (1929) by Ernest Hemingway, whom many regard as the greatest American novelist of the twentieth century (see later discussion). It is a memorable love story, intense and tragic, involving Lieutenant Frederick Henry, an American ambulance driver serving in the Italian army, and Catherine Barkley, a beautiful English volunteer nurse. It also provides a gripping description of the disastrous rout of the Italians by the Austrians and Germans at the battle of Caporetto. Although Hemingway did not experience the battle, he had served as a volunteer ambulance driver and was himself wounded. With the sensibilities of a great novelist, he depicted the confusion of an army in retreat and the mood of weary and demoralized soldiers. The roads are littered with abandoned trucks, carts, and supplies; soldiers throw away their rifles and shout, "We're going home." Special units, the "battle police," hunt for officers separated from their men and accuse them of treachery. In questioning the officers, they employ inane nationalistic rhetoric that has no meaning for these battle-weary soldiers.

> "It is you and such as you that have let the barbarians onto the sacred soil of the fatherland."
> "I beg your pardon," said the lieutenant-colonel.
> "It is because of treachery such as yours that we have lost the fruits of victory."
> "Have you ever been in a retreat?" the lieutenant-colonel asked.
> "Italy should never retreat."

Hemingway brilliantly captures the mentality of these young true believers who became executioners in the conviction that they were saving their country.

> We stood in the rain and were taken out one at a time to be questioned and shot. So far they had shot every one they had questioned. The questioners had that beautiful detachment and devotion to stern justice of men dealing in death without being in any danger of it.

The Lost Generation: Gertrude Stein

The focus of much of the cultural life of the 1920s was the Parisian salon, on the Left Bank (Rive Gauche) of the Seine River, of the American author Gertrude Stein (1874–1946). She initially studied psychology at Johns Hopkins medical school with the philosopher William James, but beginning in 1912, she took up residence with her lifelong companion, Alice B. Toklas (1877–1967). Stein's 1933 autobiography was titled *The Autobiography of Alice B. Toklas*, which made it appear that it was the autobiography of her friend, Alice, instead of being about Stein herself. The enormously popular book

www.EnglishPro.ir

describes the types of discussions, advice, and creative inspiration that radiated from their apartment at 27 Rue de Fleurs. The apartment itself became the literary and artistic landmark for avant-garde painters, including Matisse, Cézanne, Braque, and Picasso, who painted Stein's portrait in 1906, and expatriate American authors such as Sherwood Anderson (1876–1941), who wrote *Winesburg, Ohio* (1919), a collection of tales that demonstrated his appreciation of ordinary Americans, F. Scott Fitzgerald (see the following discussion), and Hemingway.

In the early 1920s, Anderson gave Hemingway a letter of introduction to Stein's salon, and during one of his visits with her, Stein described the generation of expatriates in Paris as "**the lost generation**." For three major reasons, the writers of the lost generation are significant: they capably described the spiritual isolation and alienation of the American expatriates, their criticism of the traditional values of their age gave rise to new literary expression, and their lifestyle of pleasure seeking and impetuousness paved the way for later generations of writers and artists who established themselves as a counterculture entity.

The Sun Also Rises brought Hemingway an international reputation as a writer, which was enhanced by some of his later works, particularly *A Farewell to Arms* (see p. 323), *For Whom the Bell Tolls* (1940), and *The Old Man and the Sea* (1952), for which he received the prestigious Pulitzer Prize. In 1954, Hemingway was awarded the Nobel Prize for literature. But in the last years of his life, he produced no major work; these years were marked by physical and mental deterioration and in 1961, he took his own life with a shotgun.

The "Roaring Twenties" in America

By 1914, the United States had become a major industrial power. It entered World War I in 1917 and it played a decisive role in Germany's defeat. Like their European counterparts, Americans were profoundly disillusioned by the brutality of the Great War, a carnage that caused them to view the Victorian social morality of the late nineteenth and early twentieth centuries as pretentious hypocrisy. A wave of materialism, fueled by people consuming and spending at an alarming rate, was initiated by the unprecedented rise in the stock market. Gains in the stock market meant that potentially people from any social class could become rich. However, the "old rich" in America often spurned the "new rich." Enormous sums of money could also be made in bootleg liquor when the Eighteenth Amendment (1919) banned the sale and consumption of alcohol. The law resulted in an underground culture of partying at "speakeasies"—clandestine clubs that sold liquor and avoided the police.

American novelists also tried to put their finger on the pulse of America during this era. They not only sought to understand the glitz, glamour, free spending, and the "new woman" (with her "bobbed" hair and short skirts), but also to give meaning to the wickedness, deceit, and corruption that characterized the age. Through it all, each author recognized that the accepted norms—that had governed everything from the manners and customs of ordinary human interaction to establishing standards for literature, art, and music—were now fading away, and many wondered aloud where America was headed.

The decade of the 1920s is defined as ***The Jazz Age***, because of the term coined by the American author Francis Scott Key Fitzgerald (1896–1940), who was named for his ancestor, Francis Scott Key, the composer of "The Star-Spangled Banner." In his most famous novel, The Great Gatsby (1925), Fitzgerald worked through a number of issues and themes that paralleled his own life as well as events that elucidated the American scene during the 1920s. The story of Jay Gatsby, the protagonist of the novel, is told exclusively through the eyes of the novel's narrator, Nick Carraway.

Through Gatsby and Nick, Fitzgerald explores his contradictory feelings about the opulence, excess, glitz, and glamour of the Jazz Age, as well as its cynicism and sense of alienation. Both Nick and Fitzgerald come from Minnesota and attend Ivy League colleges, Nick, Yale, and Fitzgerald, Princeton. Both Nick and Fitzgerald relish the power that money brings but both are also aware of the deceitful, moral vacuum in which people, driven by greed and extravagance, exist. Both Gatsby and Fitzgerald have an obsessive love for a woman, whom they believe personifies idealized perfection, and both pay a price for this obsession. Fitzgerald pursues Zelda, a Southern belle, who finally agrees to marry him after he becomes a successful author. She relentlessly pursues an extravagant lifestyle and becomes mentally unbalanced. Gatsby falls in love with the beautiful and beguiling Daisy, who promises him her love, but when Gatsby leaves for World War I, she abandons him for the arrogant socialite, Tom Buchanan. Gatsby subsequently

www.EnglishPro.ir

enters into a series of questionable deals (most notably bootlegging and trading in stolen securities) and throws lavish parties with the hope of impressing Daisy and winning her back. Both Gatsby and Fitzgerald suffer tragedies. Gatsby is murdered for something he didn't do; Fitzgerald's mentally ill wife is confined to a sanatorium, where she dies. Fitzgerald himself becomes an alcoholic and suffers a fatal heart attack at age forty-four.

Continued Modernist Experiments

Poets, novelists, and playwrights continued to experiment with ways to express the intense struggle between the conscious and the unconscious and to explore the aberrations and complexities of human personality and the irrationality of human behavior. Expressionist writers concerned themselves with the inner reality of the mind, with the hidden self that was often revealed in fantasies, dreams, and hallucinations. They portrayed frenzied and irrational behavior that gave expression to intense, subjective feelings. To dramatize this behavior, dramatists and novelists punctuated dialogue with nervous and explosive outbursts. Deliberately reacting against Realism and Naturalism, which aspired to an accurate and objective depiction of external reality and human behavior, Expressionist writers deliberately distorted shapes and movements.

During the early decades of the twentieth century, writers continued to use symbolism drawn from personal experience, history, and classical antiquity; stream-of-consciousness style was also still popular, as is evident in William Faulkner's novel, *The Sound and the Fury* (1929), which relates the struggle of the "Old" South against the emerging "New" South. T. S. Eliot, along with Ezra Pound (1885–1972), is credited with starting a "poetic revolution" that transformed the rhyme, diction, and verse of traditional poetic norms. William Butler Yeats, along with Eliot, struggled to find appropriate metaphors for the fear, anxiety, disillusionment, despair, and spiritual desolation of "the lost generation."

One of the greatest American novelists and short story writers was William Faulkner (1897–1962), whose novel cycle about the fictional Yoknapatawpha County, in Mississippi, earned him the Nobel Prize for literature in 1949. Faulkner was born in New Albany, Mississippi, and was raised in Oxford, Mississippi, by a black woman named Caroline Barr, for whom he had a great deal of respect and admiration. In a letter, written in 1940 to the Methodist Bishop Robert Jones, Faulkner recalled that Aunt Callie (as he called her) encouraged him to tell the truth, to avoid wastefulness, and to be considerate of others, especially the weak and the elderly. He immortalized Aunt Callie as Dilsey Gibson in *The Sound and the Fury* and as Mollie Beauchamp in *Go Down, Moses*. Faulkner thus became a beleaguered spokesperson for the white liberal position with regard to the issue of race in the South.

The Harlem Renaissance

During and immediately after World War I, in the so-called ***Great Migration***, some 450,000 blacks moved from the rural South to northern cities to work in factories. Many of these blacks were share-croppers eager to escape the vicious cycle of poverty, landlessness, and debt to unscrupulous landowners; or they were fleeing southern racism, which subjected them to humiliation and violence. But the North was no "Promised Land," as some northern black newspapers touted it, for blacks were segregated into ghettos and were victims of white bigotry. In 1919, race riots broke out in 36 cities, the worst being Chicago, where a riot lasted for three weeks and 38 people died. Nevertheless, the Great Migration was a benefit to blacks. A new urbanized middle class emerged, and blacks became more organized in their struggle to end racial injustice and more determined to take their rightful place as Americans of African descent. Migration to northern urban centers also stimulated intellectual and artistic pursuit among blacks. Nowhere was this more evident than in the Harlem district of New York City, which witnessed a cultural explosion.

Popular histories of the ***Harlem Renaissance*** conveniently tend to choose the year 1920 to mark the beginning of the period. Others point to March 1924, when a formal dinner was held at New York's Civic Club to celebrate the publication of Jessie Fauset's *There Is Confusion*, the first novel published by the movement. Whenever it may have begun, the Harlem Renaissance is generally recognized for the prose and poetry of African American writers, but it also included a number of artists and jazz musicians. For example, *the Cotton Club* in Harlem, which opened in the fall of 1923, brought international attention to America's jazz music, and it

www.EnglishPro.ir

became the home to accomplished musicians, including Duke Ellington (see later discussion). Moreover, African American art was finally being taken seriously, and for the first time ever, the artists themselves were speaking out loud about what it was like to be an African American living in the United States. But with the advent of the ***Great Depression***, in the early 1930s, the Harlem Renaissance virtually ended.

Many of the African American writers of the Harlem Renaissance acknowledged their indebtedness to (William Edward Burghardt) W. E. B. DuBois (1868–1963), who wrote *The Souls of Black Folk* (1903), which enabled Negroes, as he called them, to see that America belonged as much to them as it did to white people. In the opening essay of the volume, DuBois spoke of the "twoness" of the American Negro:

> After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world,—a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eye of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

The book thrust DuBois into a position of leadership that often found him engaged in a lonely quest. Disenchanted with race relations in America, DuBois spent his final years in self-imposed exile in Ghana, where he died at the age of ninety-five.

One of the most original talents of the Harlem Renaissance was Jean Toomer (1894–1967), whose book *Cane* (1923)—an anthology of sketches, short stories, and poetry—was highly acclaimed by his contemporaries but found little acceptance by publishers or the reading public. Some of his most innovative and poignant pieces deal with his experiences in Georgia while he was the principal of a school. In one of them, Toomer speaks of the intensely beautiful young girl, Karintha, who becomes a prostitute, gets pregnant, and is forced, too soon, into becoming a woman who must support her young child: "Karintha is a woman. Men do not know that the soul of her was a growing thing ripened too soon. They will bring their money; they will die not having found it out . . . Karintha at twenty, carrying beauty, perfect as dusk when the sun goes down. Karintha."

One of the major forces in the development of African American culture and literature was the scholar, critic, author, and philosopher Alain Locke (1886–1954), whose publication *The New Negro* (1925) signaled the end of the "Old Negro," whom he characterized as "more a myth than a man."

> His has been a stock figure perpetuated as an historical fiction partly in innocent sentimentalism, partly in deliberate reactionism. . . . So for generations in the mind of America, the Negro has been more of a formula than a human being—a something to be argued about, condemned or defended, to be "kept down," or "in his place," or "helped up," to be worried with or worried over, harassed or patronized, a social bogey or a social burden.

Locke describes the "New Negro" as full of "self-respect and self-dependence," and he points to the significance of Harlem as helping him achieve both.

> Here in Manhattan is not merely the largest Negro community in the world, but the first concentration in history of so many diverse elements of Negro life. It has attracted the African, the West Indian, the Negro American; has brought together the Negro of the North and the Negro of the South; the man from the city and the man from the town and village; the peasant, the student, the business man, the professional man, artist, poet, musician, adventurer and worker, preacher and criminal, exploiter and social outcast. Each group has come with its own separate motives and for its own special ends, but their greatest experience has been the finding of one another. . . . So what began in terms of segregation becomes more and more, as the elements mix and react, the laboratory of a great race-welding. . . . In Harlem, Negro life is seizing upon its first chances for group expression and self-determination.

The poets of the Harlem Renaissance, including James Weldon Johnson, Claude McKay, Arna Bontemps, Countee Cullen, and Langston Hughes, were masters at melding the African American experience with poetic language to foster a greater understanding of what it meant to be black in white America. James Weldon Johnson (1871–1938) was an essayist, songwriter, and pioneer in the fledgling civil rights movement as well as being a poet. In 1927, he published a volume of poetry called *God's Trombones*, which contained a vivid

www.EnglishPro.ir

poetical account of the Genesis story of creation from an African American perspective, entitled "The Creation: A Negro Sermon":

And God stepped out on space,
And He looked around and said,
"I'm lonely—
I'll make me a world."
And far as the eye of God could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled,
And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said, *"That's good!"*

And after God made "the sun a-blazing in the heavens," the moon and the stars, the valleys and mountains, "the seven seas," the "fishes and fowls" and "beast and birds," he walked around and declared: "I'm lonely still." Johnson then recounts how God decided to make man.

Up from the bed of the river
God scooped the clay;
And by the bank of the river
He kneeled Him down;
And there the great God Almighty,
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner of the night,
Who rounded the earth in the middle of His hand—
This Great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till He shaped it in His own image

Then into it He blew the breath of life,
And man became a living soul.
Amen. Amen.

One of the more radical writers of the Harlem Renaissance was the Jamaican-born poet-novelist Claude McKay (1891–1948), who came to America in 1912 and whose volume of poetry, *Harlem Shadows* (1922), is often viewed as the beginning of the Harlem Renaissance. In 1953, *Selected Poems of Claude McKay* was published posthumously, and it contained the poem "America," about his bittersweet love for his adopted nation.

Although she feeds me bread of bitterness
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth!
Her vigor flows like tides into my blood,
Giving me strength erect against her hate.
Her bigness sweeps my being like a flood.
Yet as a rebel fronts a king in state,
I stand within her walls with not a shred
Of terror, malice, not a word of jeer.
Darkly I gaze into the days ahead,
And see her might and granite wonders there,
Beneath the touch of Time's unerring hand,
Like priceless treasures sinking in the sand.

One of the key figures in the dissemination of African American literature, particularly to children, was Arna Bontemps (1902–1973). In an early poem from the 1920s, "A Black Man Talks of Reaping," he reflected a vexation akin to that of McKay.

I have sown beside all waters in my day.
I planted deep, within my heart the fear
that wind or fowl would take the grain away.
I planted safe against this stark, lean year.

I scattered seed enough to plant the land in rows from
Canada to Mexico
but for my reaping only what the hand
can hold at once is all that I can show.

Yet what I sowed and what the orchard yields my
brother's sons are gathering stalk and root; small
wonder then my children glean in fields they have not
sown, and feed on bitter fruit.

Perhaps the most classical poet of the Harlem Renaissance was Countee Cullen (1903–1946), who acknowledged that he patterned much of his poetic style after that of John Keats. A Phi Beta Kappa as an undergraduate at New York University, Cullen went on to receive his master's degree from Harvard University. Following graduation from Harvard, he became an editor for *Opportunity*, which championed the works of African American writers. Between 1934 and 1945, Cullen taught in Harlem, where he collaborated on a play, *St. Louis Woman*, with his friend Arna Bontemps, whose novel, *God Sends Sunday*, inspired their play. In his poem, "Yet Do I Marvel," written early in Bontemps' career but not published until 1947 in a volume of poetry entitled *On These I Stand*, he references classical mythology to talk about the tortuous life of an African American poet.

I doubt not God is good, well-meaning, kind.
And did He stoop to quibble could tell why
The little buried mole continues blind,
Why flesh that mirrors Him must some day die,
Make plain the reason tortured Tantalus
Is baited by the fickle fruit, declare

www.EnglishPro.ir

If merely brute caprice doom Sisyphus
To struggle up a never-ending stair.
Inscrutable His ways are, and immune to
catechism by a mind too strewn
With petty cares to slightly understand
What awful brain compels His awful hand.
Yet do I marvel at this curious thing:
To make a poet black, and bid him sing!

Langston Hughes (1902–1967) incorporated blues forms, the language of the street, and jazz rhythms into his poetry. In the poem "Harlem," included in *Montage of a Dream Deferred* (1951), he gave the American public a lasting and prophetic image of the mood of blacks.

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
Like syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

In these few lines, Hughes captured the underlying resentment, fear, alienation, and even hatred that eventually spilled over into violence, as the American Civil Rights Movement took hold during the 1960s.

In 1958, the poem appeared as the introduction to the award-winning play *A Raisin in the Sun*, by Lorraine Hansberry (1930–1965), the first African American woman to have a play produced on Broadway. The drama traces the trials and tribulations of an African American family, but it found a universal appeal because of Hansberry's ability to penetrate the psyche of all human beings who laugh, cry, and feel compassion for one another.

MUSIC

Ragtime: Scott Joplin

In the bars, bordellos, and dance halls of the Midwest and South, a type of piano music, called ***ragtime***, was popularized by primarily African American pianists. Ragtime lasted from approximately 1890 until 1920. The major characteristic of ragtime is its syncopated rhythm—a metric pattern that emphasizes the weak beats of a measure instead of the strong ones. For example, in 4/4 time, the first and third beats traditionally are emphasized, but in ragtime, the second and fourth beats are accented. Similarly, in the waltz rhythm of 3/4, in which the first beat is accented, the second and third beats receive emphasis in ragtime.

The most famous composer of ragtime music was Scott Joplin (1868–1917), who is best remembered for his *Maple Leaf Rag* and the music for the movie *The Sting* (starring Robert Redford and Paul Newman), which used as its theme Joplin's rag, *The Entertainer*. Joplin's father was a slave who became a free man with the Emancipation Proclamation in 1863. He encouraged his children's love of music, and by the time the family moved to St. Louis, Scott, largely self-taught, was an accomplished pianist. Because Joplin excelled in the popular ragtime music of the day, his music had great appeal. However, his efforts at a ragtime ballet, *The Ragtime Dance*, and a ragtime opera, *The Guest Of Honor*, were commercial failures, even if the tunes included in them remained popular. Personal tragedies—a failed marriage, the death of a child, and declining health—prevented Joplin from ever achieving success as a classical composer, a recognition he desperately craved. In spite of his problems, Joplin did finish his ragtime opera, *Treemonisha*, but he was not able to find financial backing to stage it. Consequently, Joplin himself paid for a run-through performance in 1915, but it also failed. Two years later, Joplin, in the final stages of venereal disease, was hospitalized and died.

During the 1970s, ragtime burst on the musical scene again. In large part this was due to Gunter Schuller's New England Conservatory Jazz Repertory Orchestra and his Ragtime Ensemble. Once again, Joplin's rags such as *Chrysanthemum*, *Elite Syncopations*, *Solace I*, and *Solace II* became enormously popular. In 1975, Joplin's opera *Treemonisha* was performed by the Houston Grand Opera with Schuller directing. Unfortunately, most of Joplin's other extended compositions have been lost. In 1997, Joplin's music was combined with that of Irving Berlin (1888–1989) in *The Tin Pan Alley Rag*—based on a chance encounter between Joplin and Berlin on the famed street in New York City. Tin Pan Alley was the nickname given to West

www.EnglishPro.ir

28th Street, between Broadway and Sixth Avenue in Manhattan, the location of many popular music publishers. Eventually, Tin Pan Alley became the generic term used to describe collectively all of the publishers of popular American sheet music, no matter where they were located.

Blues: Bessie Smith

As a musical genre, ***blues*** originated in the Mississippi Delta region and Texas, but it soon spread into the northern states, especially New York City, where blues singers, most of whom were women, could get better jobs and make more money by recording their music. Generally speaking, blues is a vocal narrative style derived from earlier field hollers, which features a solo voice accompanied by instruments. By the 1920s, blues style had developed characteristic texts, harmonies, and melodies. The harmony is based on the repetition of three major chords, and the melody is characterized by so-called "blues notes," which embody the bittersweet, emotional lyrics. While the blues vocalist sings, the instrumentalists often improvise solos over the blues chords. For example, to simulate vocal moans and slides, the "bottleneck slide" style of guitar playing came into being, consisting of scraping a glass bottleneck or a knife up the fingerboard of the guitar. Blues has had a significant impact on the development of jazz, country and western music, and rock and roll.

The finest singer of the blues in the United States was undoubtedly Bessie Smith (1894–1937), who was born in Chattanooga, Tennessee, and sang on street corners before becoming a dancer in a black minstrel show. The show also included "Ma" Rainey, whose protégé Smith became, and by 1920, Smith surpassed Rainey to become the headliner in the touring show. Even though musical tastes were different everywhere the show performed, Smith was always a hit, which earned her the title "Empress of the Blues." Despite her successes in northern cities such as Chicago and New York, Smith's real "home" was always in the South. Even though other blues singers made records, only Smith's sold in record numbers, rescuing some dying record companies that were on the verge of bankruptcy. Her rendition of "Lost Your Head Blues"—concerning a woman who is about to leave her man because "he done her wrong"—is considered to be one of the finest examples of blues. It opens with the cornet, played by Joe Smith, and the piano, played by Fletcher Henderson. Bessie Smith then sings, in quivering tones and slides, the blues melody in passages such as "I was with you baby," "throw'd your good gal down," and "days are lonesome, nights are long," phrases that are recapitulated by the instrumental ensemble.

Smith's records cover an array of music—from boisterous and bawdy vaudeville tunes to heart-wrenching blues tunes. She was good with the former because it often reflected her own devil-may-care lifestyle, whereas the latter brought a poignancy of heartfelt emotion. But above all, it was Smith's lush contra alto voice and her awe-inspiring delivery that won audiences over. Although she was accompanied by some of the greatest jazz musicians of the day, including Louis Armstrong, Smith was the one who always was in total control of the performance. She refused to allow anyone to rush her slow tempos, and her influence on subsequent blues and jazz singers and musicians alike cannot be overstated.

Early Jazz

As a new musical genre, ***jazz*** developed in the brothels, saloons, dance halls, and streets of southern cities, particularly New Orleans, primarily among African American musicians. But from there it spread to Chicago, Kansas City, and New York and can be heard anywhere in the world today. Although it probably was around as early as the turn of the twentieth century, no one knows for sure when jazz actually began, because it was intended to be performed rather than written down. It incorporated multicultural influences, including West African rhythms, drumming, percussion, and improvisation, and most importantly, a trait identified as "call and response." In West African music, a soloist's words are echoed by a chorus, but in jazz, the vocalist's phrases are answered by another instrument or the entire jazz ensemble. Call and response also characterizes the African American church service in which the pastor issues a "call" to which the parishioners respond. Other sources of jazz include the blues, the syncopated rhythms of ragtime, as well as gospel hymns, dance tunes, spirituals, and work songs. Moreover, the American band tradition helped shape the sound of

www.EnglishPro.ir

early jazz music, which used many band instruments, including drums, clarinet, trumpet, cornet, and trombone. The premier American band composer was John Philip Sousa (1854–1932), who originally conducted the Marine Corps Band, but who went on to be renowned as "The March King," for his marches such as *The Washington Post March* and *Stars and Stripes Forever*, with its famous piccolo obligato.

Dixieland jazz was immortalized by such performers as Ferdinand "Jelly Roll" Morton (1890–1941) and the trumpeter and vocalist Louis "Satchmo" Armstrong (1900–1971), whose jazz ensembles, Hot Five and Hot Seven, made famous such tunes as "Oh, Didn't He Ramble?," "Hotter Than Hot," and "When the Saints Go Marchin' In." Armstrong became the leading trumpeter of the age by demonstrating that the instrument could be played in a range higher than anyone had ever imagined. Moreover, as a singer, he championed a style called "scat," which is characterized by rhythmically vocalizing nonsense syllables like "do, doot, do, doot," "da da dat da," and "dat-a bat-a dip-da."

During the 1920s a unique style of jazz, called ***swing***, came into being. Because this music was intended for the big bands, it needed to be arranged rather than improvised on the spot. Entire sections of the band, either in harmony or in unison, would play the melodies, but the main melody was accompanied by short, repetitive phrases called riffs. In swing jazz, the saxophone took on a leading role as a solo instrument, and the percussion section achieved prominence. Conceivably the most important arranger, composer, and conductor of the swing era was Edward Kennedy "Duke" Ellington (1899–1974). His musical output was prodigious, for it is estimated that Ellington composed more than 2,000 songs, and some music historians estimate that it may be as high as 5,000. Among the many tunes that have become popular standards are "Mood Indigo," "Sophisticated Lady," "In a Sentimental Mood," "Don't Get Around Much Anymore," "I'm Beginning to See the Light," "It Don't Mean a Thing (If It Ain't Got That Swing)," "I Got It Bad and That Ain't Good," and "Satin Doll."

By 1927, Ellington's band was established all along the east coast, including in several prestigious New York City nightclubs. By year's end, he had auditioned successfully for a type of "artist-in-residence" position at Harlem's famed Cotton Club. Ellington's regular radio broadcasts from the Cotton Club, which ended in early 1931, guaranteed an extensive audience. Moreover, Ellington's band tours and recording sessions during the period helped to build his band's popularity. In his later years, Ellington composed musical scores for motion pictures, including *The Asphalt Jungle* (1950), *Anatomy of a Murder* (1959), *Paris Blues* (1960), and *Assault on a Queen* (1966).

George Gershwin (1898–1937) decided to take up music when his older brother, Ira (1896–1983), got a huge piano. George was particularly fond of Classical music and the new music of African American musicians. He became a serious musician in 1912 and studied it conscientiously. In the early 1920s, George and Ira collaborated on a number of songs, with George composing the music and Ira the lyrics. Among the more popular ones from this period are: "The Man I Love" and "Somebody Loves Me." In 1924, the bandleader Paul Whiteman (1890–1967) commissioned George to compose an extended piece of music for his band that combined jazz idioms with Classical music. The result was the enormously famous *Rhapsody in Blue*, which was first performed in New York City, at the Aeolian Hall, with George himself at the piano. George and Ira then hit it big on Broadway with shows such as *Lady, Be Good!*, *Strike Up the Band*, and *Girl Crazy*. In the orchestra pit for *Girl Crazy* were the soon-to-be-famous big band leaders Glenn Miller, Gene Krupa, and Benny Goodman.

WORLD WAR I AND EUROPEAN CONSCIOUSNESS

The Great War profoundly altered the course of Western civilization, deepening the spiritual crisis that had produced it. How could one speak of the inviolability of the individual when Europe had become a slaughterhouse, or of the primacy of reason when nations permitted slaughter to go unabated for four years? How could the mind cope with this spectacle of a civilization turning against itself, destroying itself in an orgy of organized violence? A young French soldier, shortly before he was killed at Verdun, expressed the disillusionment that gripped the soldiers in the trenches: "Humanity is mad! It must be mad to do what it is doing. What a massacre!

www.EnglishPro.ir

What scenes of horror and carnage, I cannot find words to translate my impressions. Hell cannot be so terrible. Men are mad!" The war, said British poet Robert Graves, provoked an "inward scream" that still reverberates. Now only the naive could believe in continuous progress. Western civilization had entered an age of violence, anxiety, and doubt.

The war left many with the gnawing feeling that Western civilization had lost its vitality and was caught in a rhythm of breakdown and disintegration. It seemed that Western civilization was fragile and perishable, that Western people, despite their extraordinary accomplishments, were never more than a step or two away from barbarism. Surely, any civilization that could allow such senseless slaughter to last for four years had entered its decline and could look forward to only the darkest of futures.

European intellectuals were demoralized and disillusioned. The orderly, peaceful, rational world of their youth had been wrecked. The Enlightenment worldview, weakened in the nineteenth century by the assault of Romantics, Social Darwinists, extreme nationalists, race mystics, and glorifiers of the irrational, was now disintegrating. The enormity of the war had destroyed faith in the capacity of reason to deal with crucial social and political questions. Civilization seemed to be fighting an unending and hopeless battle against the irrational elements in human nature. It appeared that war would be a recurring phenomenon in the twentieth century.

Scientific research had produced more efficient weapons to kill and maim Europe's youth. The achievements of Western science and technology, which had been viewed as a boon for humanity and the clearest testament to the superiority of European civilization, were called into question. Confidence in the future gave way to doubt. The old beliefs in the perfectibility of humanity, the blessings of science, and ongoing progress now seemed an expression of naive optimism. As British historian A. J. P. Taylor concludes,

> The First World War was difficult to fit into the picture of a rational civilization advancing by ordered stages. The civilized men of the twentieth century had outdone in savagery the barbarians of all preceding ages, and their civilized virtues—organization, mechanical skill, self-sacrifice—had made war's savagery all the more terrible. Modern man had developed powers which he was not fit to use. European civilization had been weighed in the balance and found wanting.

Western civilization had lost its spiritual center. The French writer Paul Valéry summed up the mood of a troubled generation, for whom the sun seemed to be setting on the Enlightenment.

> The storm has died away, and still we are restless, uneasy as if the storm were about to break. Almost all the affairs of men remain in a terrible uncertainty. We think of what has disappeared, and we are almost destroyed by what has been destroyed; we do not know what will be born, and we fear the future, not without reason. We hope vaguely, we dread precisely; our fears are infinitely more precise than our hopes; we confess that the charm of life is behind us. There is no thinking man . . . who can hope to dominate this anxiety, to escape from this impression of darkness. . . . But among all these injured things is the Mind. The Mind has indeed been cruelly wounded; its complaint is heard in the hearts of intellectual men; it passes a mournful judgment on itself. It doubts itself profoundly.

This disillusionment heralded a loss of faith in liberal-democratic values—a loss of faith that contributed to the widespread popularity of fascist ideologies in the postwar world. Having lost confidence in the power of reason to solve the problems of the human community, in liberal doctrines of individual freedom, and in the institutions of parliamentary democracy, many people turned to fascism as a simple saving faith. Far from making the world safe for democracy, as President Wilson and other liberals had hoped, World War I gave rise to totalitarian movements that would nearly destroy democracy.

The war produced a generation of young people who had reached their maturity in combat. Violence had become a way of life for millions of soldiers hardened by battle and for millions of civilians aroused by four years of propaganda. The astronomical casualty figures—some ten million dead and twenty-one million wounded—had a brutalizing effect. Violence, cruelty, suffering, and even wholesale death seemed to be natural and acceptable components of human existence. The sanctity of the individual seemed to be liberal and Christian claptrap.

The fascination with violence and contempt for life persisted in the postwar world. Many returning veterans

www.EnglishPro.ir

yearned for the excitement of battle and the fellowship of the trenches—what one French soldier called "the most tender human experience." After the war, a young English officer reminisced: "There was an exaltation, in those days of comradeship and dedication, that would have come in few other ways."A fraternal bond united the men of the trenches. But many veterans also shared a primitive attraction to war's fury. A Belgian veteran expressed it this way:

> The plain truth is that if I were to obey my native animal instincts—and there was little hope for anything else while I was in the trenches—I should enlist again in any future war, or take part in any sort of fighting, merely to experience again that voluptuous thrill of the human brute who realizes his power to take away life from other human beings who try to do the same to him. What was first accepted as a moral duty became a habit . . . had become a need.

The veterans who aspired to recapture the exhilaration experienced in combat made ideal recruits for extremist political movements that glorified action and promised to rescue society from a decadent liberalism. Both Hitler and Mussolini, themselves ex-soldiers imbued with the ferocity of the front, knew how to appeal to veterans. The lovers of violence and the harbingers of hate who became the leaders of fascist parties would come within a hairbreadth of destroying Western civilization. The intensified nationalist hatreds following World War I also helped fuel the fires of World War II. The Germans swore to regain lands lost to the Poles; some Germans dreamed of a war of revenge. Italy, too, felt aggrieved because it had not received more territory from the dismembered Austro-Hungarian Empire.

Yet while some veterans clung to an aggressive militarism, others aspired to build a more humane world. Such veterans embraced democratic and socialist ideals and resolved that the horror should never be repeated. Tortured by the memory of the Great War, European intellectuals wrote pacifist plays and novels and signed pacifist declarations. In the 1930s, an attitude of "peace at any price" discouraged resistance to Nazi Germany in its bid to dominate Europe.

World War I was total war; it encompassed the entire nation and was without limits. States demanded total victory and total commitment from their citizens. They regulated industrial production, developed sophisticated propaganda techniques to strengthen morale, and exercised ever-greater control over the lives of their people, organizing and disciplining them like soldiers. This total mobilization of nations' human and material resources provided a model for future dictators. With ever-greater effectiveness and ruthlessness, dictators would centralize power and manipulate thinking. The ruthless dictatorships that emerged in Russia, Germany, and Italy were products of the war. The war gave communists the opportunity to seize power in Russia, and the mentality of the front helped to mold the fascist movement that emerged in Italy and Germany. The barbarism of the trenches would be eclipsed in the postwar era by the horrors inflicted on people by totalitarian regimes.

KEY TERMS

Versailles Treaty
"the lost generation"
The Jazz Age
Great Migration
Harlem Renaissance
Great Depression
ragtime
blues
jazz
swing

www.EnglishPro.ir

READING FOR STUDY

THEME *Education and Responsibility*

UNIT 3

Cteconsulting/Dreamstime.com

CHAPTER 5 Understanding Text Marking and Annotation
THEME *Education and Motivation*
Student Success, Psychology

CHAPTER 6 Understanding Text Note-Taking
THEME *Social Issues and Social Responsibility*
Humanities, Business, and Environmental Science

UNIT 3 Textbook Application
Grace Huerta, Chapter 4: Equity and Education Practice, from *Diverse Histories, Diverse Perspectives*
Education

www.EnglishPro.ir

CHAPTER

5

UNDERSTANDING TEXT MARKING AND ANNOTATION

WHY DO YOU NEED TO KNOW THIS?

Now that you have developed reading skills to identify patterns, to see the relationships between ideas, and to determine main ideas, if you were asked *how* to read and learn a passage for school, would you still say "just read it?" Chapters 5 and 6 explore reading for study. Many students are unaware that there is an effective method of reading for college success. This requires that you apply active reading and study strategies *while* reading. These strategies involve varying your reading rate to suit the assignment, identifying and overcoming comprehension problems, and using text marking to comprehend and learn. In fact, you have already started using these strategies in previous chapters in the Applications.

This chapter's theme concerns education and motivation—not just within yourself, but from a global perspective. Being aware of how our education system succeeds as well as how it can be improved is useful as you engage in the education process. Where does the United States succeed? Where does it fall short? What are the challenges for those in our educational system? How do these challenges affect you?

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- To vary your reading rate
- To monitor and overcome comprehension problems
- To use textbook features
- To use text marking and annotation strategies

STUDY STRATEGIES

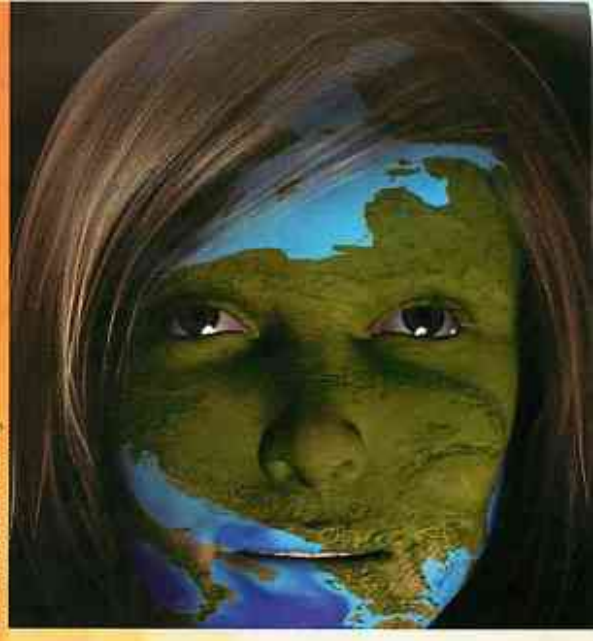
- Using critical thinking towards active reading and studying
- Learning to use Question-Answer Relationships (QAR) as a study aid

A VOCABULARY STRATEGY

- Improving your college-level vocabulary by using the dictionary

TO UNDERSTAND GRAPHICS

- Reading complex tables



Friedrich Saurer/Alamy

"EDUCATION IS NOT RECEIVED. IT IS ACHIEVED."

ANONYMOUS

CHECK YOUR PRIOR KNOWLEDGE

Jot down some facts you know about the challenges within the U. S. educational system and how to be successful in school. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Losing Global Ground

by Lynn Olson

1 For decades, a highly qualified workforce has helped fuel economic prosperity in the United States. But now other countries are catching up with and even surpassing America's performance.

2 On a variety of measures, "the U. S. has been joined by a number of other countries," says Alan P. Wagner, a professor of educational administration at the State University of New York at Albany, "and particularly in the younger age groups, there is evidence of higher levels of performance elsewhere."

3 For example:

- Although the achievement gap opens before children even reach school, U. S. support for early-childhood education lags well behind that of other developed nations.
- While U. S. children in elementary school perform relatively well on international tests of achievement, particularly in reading, American 15-year-olds perform in the middle of the pack on tests of science and mathematics, with one-quarter performing at the lowest achievement levels.
- At a time when a high school diploma is typically the minimum requirement for a decent job, the United States has slipped to 11th among 30 Organization for Economic Cooperation and Development countries in the proportion of 25- to 34-year-olds with that credential.
- Long a leader in higher education, the United States has dropped to seventh in the proportion of 25- to 34-year-olds with a college degree.

4 "These results cannot simply be tied to money," says Barbara Ischinger, who heads the education directorate for the OECD. "Only Luxembourg, Switzerland, and Norway spend more per student in the primary through secondary grades than the United States does," according to OECD data.

5 The United States, however, devotes only half of its expenditures to teacher compensation, a share that is below those of all but five OECD countries.

6 Perhaps most troubling, America's older adults, ages 35 to 64, have higher rates of college completion than its younger generation—a trend opposite the direction in other industrialized nations.

7 "Are we going to react in a way that's too little, too late?" asks Thomas J. Tierney, the president of the Bridgespan Group, a nonprofit management-consulting organization based in Boston. "I think the choice is ours."

www.EnglishPro.ir

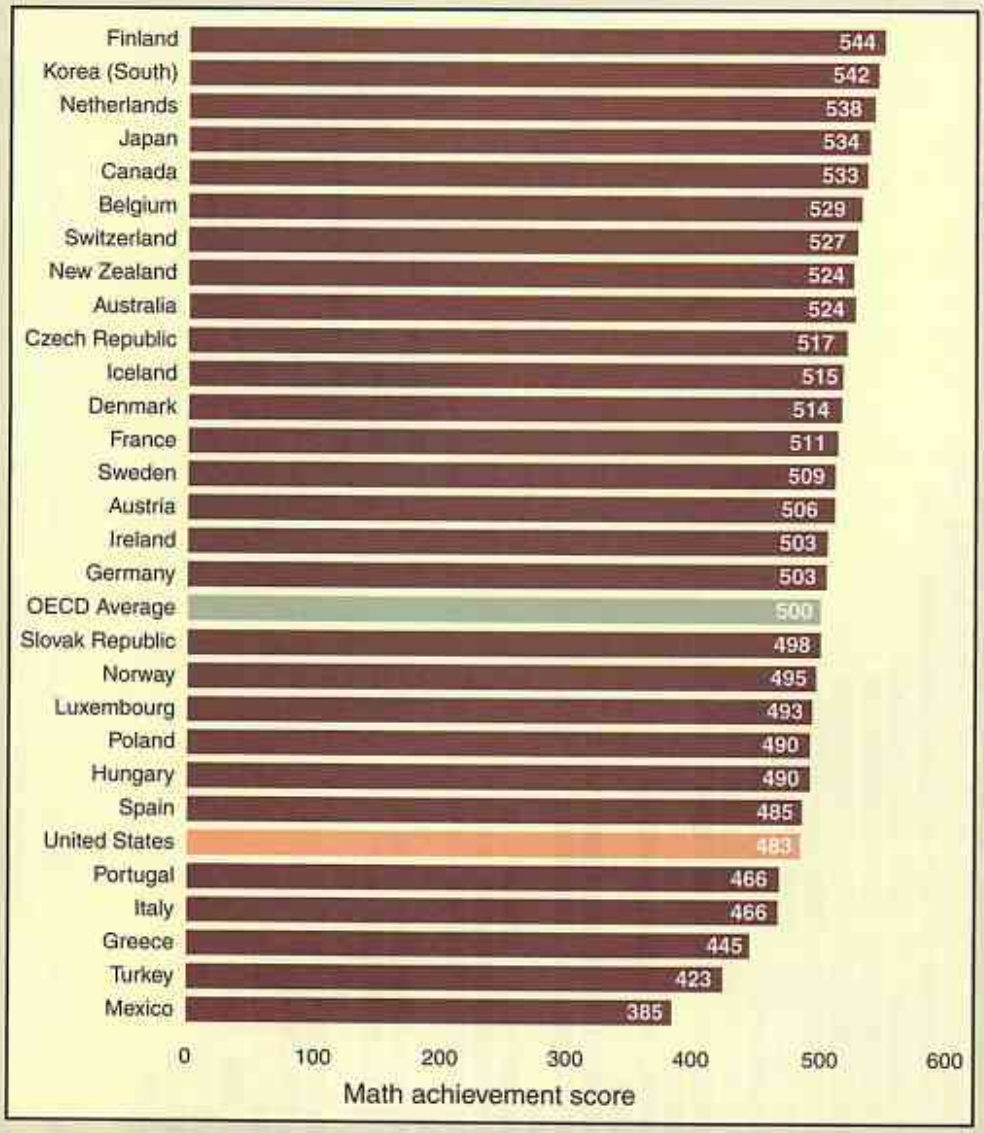


FIGURE 5.1

Mathematically Lagging

SOURCE: Organization for Economic Cooperation and Development, 2006

On international tests of performance, 15-year-olds in the United States, on average, trail behind their peers in many other developed nations. Out of the 30 countries taking part in the 2003 Program for International Student Assessment, or PISA, the average mathematics achievement of U.S. students was higher than that of students in only five countries.

(Continued)

www.EnglishPro.ir

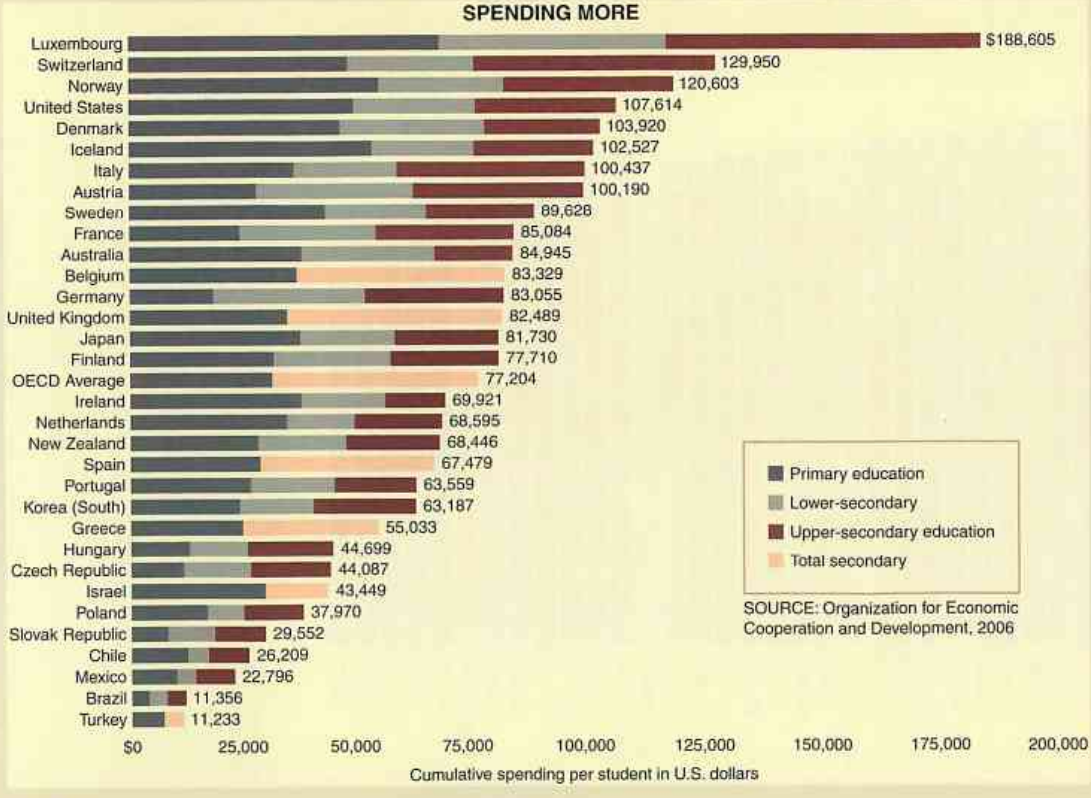


FIGURE 5.2

Spending More

Spending levels in the United States are some of the highest among those countries belonging to the Organization for Economic Cooperation and Development. Only Luxembourg, Switzerland, and Norway spend more per student in the primary through secondary grades than the United States does.

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main idea of this article?

A. The United States should spend more on education of youth to raise math scores.
B. The United States spends too much on educating its youth, despite poor math scores.
C. The United States ranks in the lowest six countries on math scores despite being one of the highest ranking countries for education spending.
D. There is no correlation (statistical relationship) between spending on education and test scores.

2 According to this article, at what point do U. S. children begin to lose ground in education as compared with children in other countries?

A. U. S. children fall behind at the age of 15, when the math tests are tabulated.
B. U. S. children are at a disadvantage before school even begins.
C. As compared with other countries, U. S. children lag behind from middle school and upward.
D. U. S. children begin strongly in academics then fall sharply during high school.

3 To what does the author attribute the loss of a strong foothold in high international ranking for U. S. children at the beginning of their schooling?

A. Reading scores are low for elementary U. S. children as compared with others internationally of the same age.
B. U. S. early childhood education is comparatively underfunded as compared with other countries.
C. Science and mathematics are not sufficiently emphasized in U. S. high schools.
D. The United States spends too much on education; the problem stems from another source.

4 You can infer from the passage that:

A. U. S. graduation rates from high school as measured by those holding the degree by the ages of 25–34 used to be among the highest among nations participating in this assessment.
B. U. S. high school graduation rates are on the rise as a result of the economic necessity for Americans to have this minimum requirement to get jobs.
C. In several other countries, attaining a high school diploma does not necessarily lead to good employment.
D. In the United States, high school graduation does not necessarily lead to good employment.

(Continued)

www.EnglishPro.ir

5 **The United States is still the leader internationally in higher education attainment.**

A. True
B. False

6 **To what does the study attribute the decline in U. S. educational achievement?**

A. The United States is not spending enough money on education.
B. Only half of the money used for education pays teachers.
C. U. S. students are less motivated than students in other countries.
D. In the United States, an education is not required to earn a decent living.

7 **To the author, the most troubling implication of the decline in higher education among U. S. students is that:**

A. Other countries are surpassing the United States.
B. The majority of other countries fall below the United States in higher education.
C. U. S. higher education rates are increasing, albeit at a slow pace.
D. Older Americans have a higher rate of college education as compared with the young, implying that the United States is in a decline.

8 **In Figure 5.1, what is the most important point?**

A. The United States ranks below 23 other countries in math achievement among 15-year-olds.
B. The OECD average mathematics score is 500.
C. Mexico is the lowest-ranking country in the study in math achievement.
D. The Finnish are good at math.

9 **From Figure 5.2 you can infer that:**

A. The United States needs to spend more on education.
B. Switzerland can spend less on education because, according to Figure 5.1, they are in the top seven in math achievement.
C. While the United States is one of the top spenders on education, the money is not being used effectively, as our achievement scores are among the lowest.
D. The United States needs to spend less on education because current expenditures are not bringing desired results.

10 **Go back and look at the text marking you completed—the important points in the article. Based on your text marking, which is the best representation of the major points of this article?**

A. **Main Idea:** The United States is losing ground on international education surveys and needs to determine why.
   A. The United States was once "highly qualified."
   B. Other countries are surpassing us educationally.

www.EnglishPro.ir

C. Results/problems (effects) of the survey
   1. U. S. early childhood achievement is lower
   2. U. S. elementary test results are okay, but science and math achievement scores for 15-year-olds is very low compared with other countries.
   3. The United States slipped to 11th out of 30 in adults with high school diplomas—a minimal requirement to get a decent job.
   4. U. S. adults have higher rates of college completion compared with U. S. youth—the opposite of which is true in other countries.

D. Causes of problem/solution
   While the United States spends at the top range on education, only half goes to promoting good teachers. This is not the case in other countries.

B. **Main Idea:** The United States needs to spend more money on education because we're losing ground in competence internationally.
   A. The United States was once "highly qualified."
   B. Other countries are surpassing us educationally.
   C. Comparisons and contrasts in the survey
      1. The United States scores higher than five other countries.
      2. The United States scores lower than 23 other countries.
      3. U. S. early childhood achievement is lower.
      4. U. S. 15-year-old math scores are lower.
      5. U. S. elementary school reading test scores are higher.
      6. The United States has slipped in comparison to other countries in high school graduation rates.
      7. Older adults in the United States are more likely to have completed college than younger adults.

STUDY STRATEGIES

Critical Thinking and Using Question–Answer Relationships (QAR) as a Study Aid

Many students are surprised at the differences between high school and college work and testing. Instead of memorizing facts and reading a few pages of a textbook each week for each class, you are faced with vast amounts of reading each week for every class. Some estimates suggest that high school reading equals about 10 pages of text per week for each class. Often, teachers in high school expect

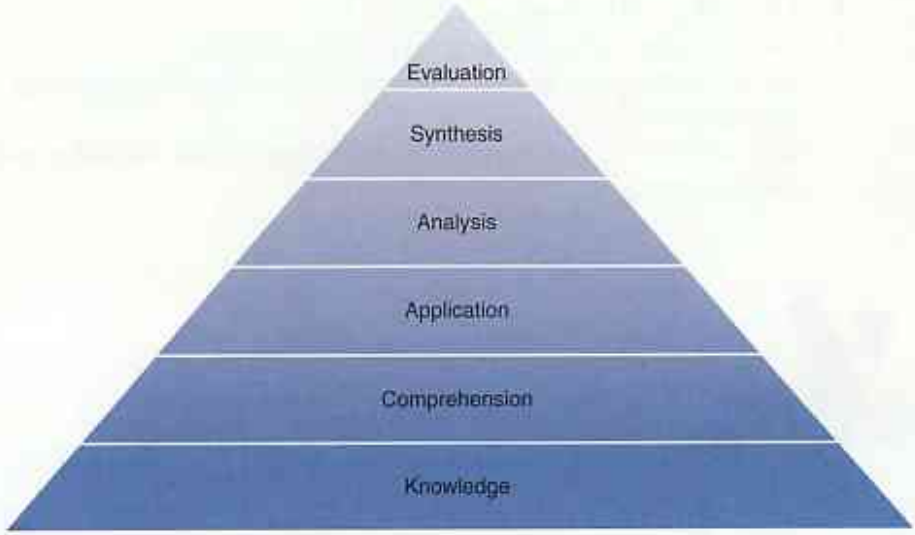
www.EnglishPro.ir

students to learn the material from class lectures and discussions and do not require study and learning from textbook reading as well.

In college, a student can expect to be assigned a chapter of dense, complex material per class each week. Instructors expect a student to learn the information presented in class lectures and discussion *as well as* additional information presented in the textbook, whether or not it is even discussed in class. This is why it is important to read and take notes from your textbook. Reading, marking the text, and taking notes for study equates to interacting with the material three times. Remember that repetition is the hallmark of learning, so following this process will help you learn the information you need to learn and thereby be successful in your classes.

In addition, whereas high school tests often tend to involve memorization, college tests also require proficiency in **critical thinking.** Thinking critically means analyzing, evaluating, and synthesizing information. The first step in thinking critically is to **comprehend,** or understand, the material. This involves recognizing the topic, determining the main idea, seeing the relationship between ideas, and understanding how supporting details reinforce and elaborate on the main idea.

To understand the different types of thinking for college success, spend a moment considering Bloom's taxonomy, a six-level hierarchy of thinking skills that corresponds to levels of understanding. These levels of understanding are related to how you interpret and use information that you read, from simple comprehension to more complex levels of reasoning. In college, instructors expect that you can perform on the first three levels—that you comprehend and can apply what you read for class. In college, the focus, then, is thinking critically about what you read—the higher three levels.



Only after you fully understand what the author has written can you begin to take your understanding further and think about the author's ideas critically. Reading or thinking critically does not mean picking apart an idea to find fault, as the word *criticize* is often construed in everyday speech. Rather, critical thinking involves applying reasoning skills on a more sophisticated or complex level to really understand and interact with the new material, and seeing how it relates to your prior knowledge. Critical thinking involves analysis, synthesis, and evaluation of information. So, if you do not "get" what you are reading, you cannot begin to think critically about it. In Table 5.1, the differences between the six levels of thinking are discussed as well as key words that indicate the level of question you are being asked to consider.

www.EnglishPro.ir

TABLE 5.1 BLOOM'S TAXONOMY

BLOOM'S CATEGORY	EXAMPLE	KEY WORDS
Knowledge: Understand and recall information	Answering questions that are explicit in the text	*Define, describe, identify, state*
Comprehension: Understand a problem, interpret it, and be able to paraphrase it	Paraphrasing a passage, finding a main idea, summarizing a reading	*Comprehend, explain, restate, interpret, paraphrase, summarize, outline, discuss*
Application: Apply or use a new concept or idea in another context	Applying a skill to a new reading (On Your Own exercises)	*Apply, construct, demonstrate, relate*
Analysis: Separate information into parts to see how they fit together	Seeing the relationship between ideas, drawing conclusions	*Analyze, compare, contrast*
Synthesis: Put parts together to form a whole, focusing on creating something new and forming a new conclusion	Putting together two or more readings on a topic and integrating ideas	*Combine, compose, reconstruct, rewrite*
Evaluation: Make a judgment about the value of a reading or point of view	Looking at the strengths and weaknesses in an argument Applying the most useful reading strategy to the task at hand	*Compare, conclude, criticize, contrast, interpret, justify, support*

- **Analyzing** information requires that you see the relationship between ideas and processes and understand how these parts interrelate with the topic, or the whole reading.
- **Synthesizing** information requires that you fully understand *related* concepts or ideas, or can see the relationship between ideas from more than one source and can, then, draw conclusions and derive judgments by integrating, or putting together, information from these different sources to come up with a conclusion on your own.
- **Evaluating** information requires that you fully understand the concept, or idea, and, furthermore, can judge strengths, weaknesses, and issues or ramifications of the concept.

Question–Answer Relationships, or **QAR,** is a strategy that helps you understand what type of question is being asked and, therefore, how to answer it. In other words, using QAR gives you insight into what level the question roughly corresponds to in Bloom's taxonomy. QAR, however, is simpler than the six levels because this strategy breaks question types into four levels. This reading and learning strategy is very helpful when you interact with written text. By identifying the particular type of question you are being asked, you can gain insight into how to answer it.

www.EnglishPro.ir

This strategy works well for reading comprehension questions as well as for answering test questions. Questions fall into one of these four categories. If you identify the category, you will be able to answer the question more accurately.

1. **Right There.** This type of question is literal. You are being asked to locate information in the text that is explicitly stated and can be found in a particular spot.

   Example: According to the passage, in what year was the author born?

2. **Think and Search.** Like Right There, this type of question compels you to find a literal or directly stated answer and locate information in the passage. However, unlike a Right There question, Think and Search requires you find the answer in at least two areas of the passage.

   Example: Describe two or more techniques the author suggests to reduce the effects of stress.

3. **Author and You.** This type of question requires you to comprehend the passage and to locate information. However, you must also use your own experience or opinion along with that of the author.

   Example: Do you agree or disagree with the thesis of the article?

4. **On Your Own.** This type of question refers exclusively to your own opinion about a topic or your own experience and background knowledge.

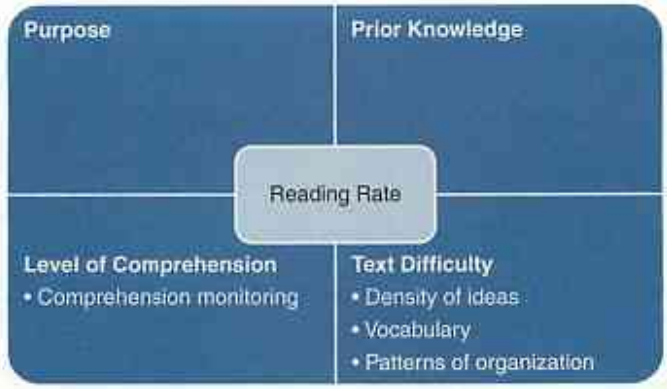
   Examples: How do you think the U. S. prison system could be improved?
   In your opinion, what stresses do teenagers in the United States have to confront today?

With a partner or individually, find an example of each of the four types of questions in the QAR strategy in Chapter 5.

READING RATE

College reading is far more difficult than reading in high school. Similarly, if you have been out of school for some time, a review of useful study strategies is in order. Because college reading is intensive and complex, it is important to develop the tools for success *consciously* to increase your chances of success. In order to navigate these complex waters, you must vary your **reading rate,** or the rate or speed at which you read, depending on several factors related to the reading passage you are tackling. The most important factors that affect reading rate are (1) your purpose for reading, (2) your background knowledge related to the topic, and (3) the level of comprehension the reading passage requires. For example, a reading complex text for school requires that you slow down your reading pace to absorb the complex ideas. Reading a text for school if you have a lot of background knowledge about the subject may mean that you can read faster and still absorb the new information. Reading a novel or magazine for fun means you can read relatively quickly, as you do not necessarily have to "learn" the information.

www.EnglishPro.ir



Several factors influence your comprehension, or understanding, of what you read.

- Your purpose for reading
- The amount and detail expected of your prior knowledge (what you already know about the topic)
  - The amount of comprehension monitoring, or being aware of what you're thinking and understanding (or not understanding) while reading
- The difficulty of the subject matter (material) in a text
  - The intricacy and density of ideas, or the large amount of what is important to learn within a passage
  - The level of complex vocabulary in a text
  - The complexity, or sheer number and overlap, of patterns of organization

QUICK TIPS CALCULATING READING RATE

To calculate how many words per minute you read, follow this procedure.

- Divide the total words read by the time it took you to read them. (For example, 1140 ÷ 10 minutes = 114 words per minute.)

Calculate the number of words in a reading by using this formula.

1. Count the number of words in three different, full lines in the text.

   Line 1: _____ words

   Line 2: _____ words

   Line 3: _____ words

2. Add the total number of words in the three sample sentences: _____ words.

(Continued)

www.EnglishPro.ir

3. Divide by 3:_____ words on average in each sentence.

4. Now, count the number of lines on a page: _____ lines.

5. Calculate the average number of words on a page.

   _____ (average number of words in a line) × _____ (average number of lines per page) = average number of words per page

6. Multiply the average number of words per page by how many pages are in your reading:

   _____ (average number of words per page) × _____ (number of pages in the reading) = number of words in the reading

7. Read the passage.

8. Time how many minutes and seconds it took to read: _____ minutes _____ seconds

9. To find your reading rate, divide the number of words you read by the number of minutes it took you to read the passage:

$$\frac{\text{Number of words read}}{\text{Number of minutes it took to read}} = \text{reading rate}$$

Average Reading Rates Depending on Your Purpose

Memorization	Fewer than 100 wpm	Intensive college study
Learning	100–200 wpm	College reading to take notes
Comprehension	200–400 wpm	College reading to understand information (not necessarily be able to recall all or most of it)
Skimming	400–700 wpm	To preview or survey a reading

www.EnglishPro.ir

COMPREHENSION MONITORING

To be active in reading, it is most important to use the appropriate strategies to fix the problem. You have to know what to do about not understanding what you are reading to begin to grasp the ideas.

First, do not expect to read everything in college at the same speed. Information that you are familiar with, find interesting, or that is clearly written and explained is easier to read. Read at a pace that allows you to concentrate and move along quickly to complete the assignment. If the topic of a reading is something about which you have little or no background knowledge, slow down your reading pace and allow yourself to struggle with the material until you grasp the major points and see the relationships between ideas. Be aware of whether or not you are concentrating sufficiently and understanding what you are reading. You will have to work harder with unfamiliar subjects.

Second, expect to use prereading, during reading, and post-reading strategies when reading to learn information. In previous chapters, you focused on reading strategies: pre-reading strategies like previewing in Chapter 1, paraphrasing information in Chapter 2, summarizing in Chapter 3, and reading literature in Chapter 4. In this chapter, you will learn what to do *during* reading to ensure you are an active reader. In Chapter 6, you will learn how to study *after* reading.

Before
- Generate background knowledge
- Set purpose for reading
- Preview

During
- Answer questions to guide reading
- Mark text
- Annotate/take notes

After
- Rewrite notes to solidify ideas and learn
- Use spaced practice to absorb ideas fully
- Predict test questions and practice answering them

Third, have a repertoire of strategies to use when you do not understand the information. As you know from Chapter 1, being aware of what you are thinking about during thinking is called **metacognition.** If you are aware of reading comprehension problems and you use strategies to deal with those problems, you are being metacognitively aware. This is vital to success in college reading. Table 5.2 outlines some tips to fix common comprehension problems.

www.EnglishPro.ir

TABLE 5.2 TIPS TO FIX COMMON COMPREHENSION PROBLEMS

YOUR PROBLEM	THE CAUSE	WHAT TO DO TO FIX IT
I am not understanding the reading.	Difficult content	1. Slow down. 2. Turn headings into questions to focus your reading. 3. Use text aids, such as chapter outlines and summaries, to provide an overview. 4. Write down specific questions to ask in class. 5. Ask a study partner to clarify. 6. Read a simplified text on the topic first.
It seems that everything is important.	Idea density	1. If you are reading science or technical material, everything, or much of it, may be important! 2. Outline or map the material after marking the text to separate main ideas from supporting ones. 3. Be clear on the pattern of organization to guide your understanding of what is important. 4. Look at the big picture. Instead of deciding that everything in a paragraph is important, consider the main ideas of a subsection of the reading. 5. Focus on key terms. 6. Focus on how the key terms relate to structure or organization (i.e., if the pattern is cause and effect, focus only on those two elements in the text).
There are so many vocabulary words and terms I don't know.	Vocabulary level	1. Look for text clues to unlock the meaning of unfamiliar words from context. 2. Focus on word parts to determine basic meaning and part of speech. 3. Use a dictionary, but pay attention to refocusing concentration repeatedly. 4. Keep reading and see if you get the "gist." 5. Use the text aids, such as glossary, index, sidebars, and summaries to see if you can find an overview for terminology.

www.EnglishPro.ir

YOUR PROBLEM	THE CAUSE	WHAT TO DO TO FIX IT
I don't know how to organize my notes or what to mark in the text.	Patterns of organization	1. Turn the topic or subheading into a question: the answer to the question is the main idea. 2. Recall that structure is revealed in the answer to the question or main idea. 3. Focus on the relationships between ideas that reflect the organization of the subsection. 4. Use only the information in your notes that reflects the main pattern of organization. 5. Draw the information in a web or chart to clarify the relationship between ideas.
I have no idea what the text is discussing.	Prior knowledge	1. Read chapter summaries and outlines. 2. Read information on the same topic from an "easier" source so you have some background. 3. Read or skim previous chapters to understand context. 4. Ask your instructor for an overview of content. 5. Keep reading to see if your questions are clarified later in the text. 6. Ask a study partner to explain the information or visit your college's support services.
I can't concentrate on reading and "drift off."	Comprehension monitoring	1. Preview to get an overview. 2. Focus your mind by text marking and other active reading strategies. 3. Ask questions and focus by finding the answers in the text. 4. Write notes or annotate as you read to force focus. 5. Read engaging text about the topic to generate interest. 6. Review your study environment, goals, time management, and other controllable study strategies to make sure you are setting yourself up for success.

www.EnglishPro.ir

USING TEXTBOOK FEATURES

A textbook feature is any feature of a textbook provided to aid the student in learning material presented. There are many types of textbook features, and most textbooks have several in common. Most, however, do not have all of these features. Some features you can expect to encounter within a chapter follow.

1. **Chapter introductions** introduce the information in the chapter, usually with a real-life application. These introductions function to prime the brain for accepting the new information by outlining important information for the student.
2. **Chapter outline, objectives, or goals** are usually presented as an outline of key subjects or topics to be discussed in the chapter. Try the technique of turning these objectives into questions in order to pinpoint key information in the chapter for study.
3. **Key terms and their definitions in the text margins** (or otherwise emphasized) are very useful for students as these definitions and explanations are often exactly the ones that need to be learned for classes.
4. **Boxes and charts** often summarize information in a chapter, or prompt you to reflect on the chapter contents and should be examined closely. Like key terms in the margin, these boxes emphasize the key information of the chapter and sum up important concepts.
5. **Graphic aids or visuals** represent important information related to the content of the chapter.
6. **Featured readings or applications** are passages inserted into a textbook chapter that apply the ideas of the chapter to a case-study, a real-life scenario, or another discipline. This feature usually applies to content area texts like psychology or biology texts rather than skills texts, like reading and English texts. These features allow you to apply what you've learned to actual situations, enhancing your ability to apply and analyze the chapter information.
7. **Chapter summaries** usually appear at the end of the chapters and present a condensed version of key information. This feature usually applies to content area texts like psychology or biology texts rather than skills texts, like reading and English texts. These are very important because, as you know, summaries are the main ideas and major supporting details in a reading. Most often, the chapter summaries will answer the questions that can be posed by turning the chapter outline, objectives, or goals into questions.
8. **Study questions, review exercises, and other learning devices** are found at the end of the chapter. These devices allow students to test whether or not they really know the information and to make predictions about test questions. They also provide a structured review in preparation for a test or activity related to the chapter.

In addition to the features found within a chapter, textbooks have other learning tools that apply to all chapters within the book.

1. The **table of contents,** at the front of the textbook, allows you to find the location and sequence of both topics and readings in the text.

www.EnglishPro.ir

2. A **glossary,** at the back of the textbook, provides the definitions of all the key concepts and vocabulary outlined in all the chapters. This is like a dictionary just for that textbook.
3. **The index,** at the back of the textbook, allows you to look up a specific concept or topic and find on which pages this concept was discussed. This is very useful in answering think and search type questions or reading to better understand a concept.
4. **An appendix (or appendices)** varies from book to book and includes other relevant information that expands upon the information discussed in the textbook.

On Your Own FINDING TEXTBOOK FEATURES

Look at this chapter as well as the Textbook Applications to determine if these chapters contain these features. Put a check mark in the box that indicates the chapter contains the feature in the left-hand column.

Feature	*Mindscapes*	Textbook Application 1: *Psychological Disorders*	Textbook Application 2: *World War I and its Aftermath*	Textbook Application 3: *Equity and Educational Practice*	Textbook Application 4: *Law and Medicine*
Chapter introduction					
Chapter outline, objectives, or goals					
Key terms (in the margins, in a list or otherwise emphasized)					
Boxes and charts					
Graphic aids or visuals					

(*Continued*)

www.EnglishPro.ir

Feature	*Mindscapes*	Textbook Application 1: *Psychological Disorders*	Textbook Application 2: *World War I and its Aftermath*	Textbook Application 3: *Equity and Educational Practice*	Textbook Application 4: *Law and Medicine*
Featured readings or applications					
Chapter summaries					
Study questions, review exercises, and other learning aids					

Flip through *Mindscapes* or another textbook and put a check mark in the appropriate box if the text contains the features in the left-hand column.

	Mindscapes	Textbook 1	Textbook 2
Table of contents			
Glossary			
Index			
Appendix (appendices)			

MARKING AND ANNOTATING TEXT

Text marking, often referred to simply as **underlining,** is a term used to express a reader's interaction with written information as a part of an effective study strategy. While it may be a cumbersome method to begin with, marking your textbook and written notes provides the backbone of good study skills. It is essential to learning the material. It is the hallmark of active reading to organize

www.EnglishPro.ir

information to help your brain process it. Marking the text is the first step in organizing information for study and learning.

Why Use Text Marking?

Using a pen to mark text forces the reader to pay attention to the reading. It is not possible to underline points or mark the text in any way without thinking about what you are doing. Therefore, this method almost guarantees concentration on the subject. Losing one's concentration is one of the most insidious, or treacherous, problems in studying and school work in general. If your mind wanders, it may be a while before you catch yourself. Even then, it may be a challenge to get yourself back on track. Text marking promotes active learning, making the most of the time you spend on your work.

Text marking is an effective strategy because you learn to selectively identify the most important information in the reading. Because marking the text is a selective strategy (you choose only certain things to mark with your pen), you are doing the groundwork for note taking.

If you learn to use effective text-marking strategies, the follow-up strategies of taking notes, summarizing, outlining, and mapping, as well as creating study guides, will be made much easier. Marking the text is the process of sorting important from unimportant information in a reading. And, in the sorting, you are learning the information and preparing it for storage in your long-term memory.

In order to be able to effectively mark text, you must have a solid grounding in several comprehension skills.

- You must be able to recognize the pattern of organization of a text.
- You must be able to see the relationships between ideas in a passage.
- You must be able to pinpoint the main idea and major supporting points that support the most important point.

And these are all skills you learned in Chapters 1 through 4, so you already have a strong foundation to be successful at marking. Efficient and effective text marking will follow naturally after practice.

How to Mark a Text

In the first half of this textbook, you learned to locate and understand important information. In doing that, you underlined main ideas and identified supporting points. Now you will develop those skills by learning a system for marking text. Initially, you must preview and then read the entire reading (including subsections). After completing all of the steps for determining the most important information, as described in Chapters 1–4, go back and mark the text for main ideas and supporting details. Once your skill at doing this improves, you will be able to mark the text *as you read it the first time.*

There are endless text-marking methods and techniques available. But remember: You are identifying important information—not learning a whole new language. The bottom line is that you need to find out what works for you.

www.EnglishPro.ir

As your ability improves, you will develop your own methods to improve on the simple method outlined in this chapter. Remember, in its pure form, text marking identifies major ideas—nothing more, nothing less.

However, as you get better at text marking, a variety of symbols and abbreviations can expand or add to your marking strategy. For example, if a passage is unclear, put a question mark (?) in the margin. If there is an interesting or surprising fact in a reading, put an exclamation mark (!) in the margin to draw your attention. If you come across an important definition, highlight this with "def" in the margin. You will develop other techniques as you need them.

QUICK TIPS SUGGESTED TECHNIQUES FOR MARKING A TEXT

- ✓ Circle concepts or key terms. A concept is an idea or, simply, the topic of the passage.
- ✓ Underline main ideas only. Underlining is a way of marking the text to determine main ideas and supporting details. You shouldn't underline anything but the main idea itself, however, because this would be confusing.
- ✓ Enumerate (1, 2, 3 or A, B, C) major supporting details in the margin (or, if there's space, above the supporting detail).
- ✓ Use small case alphabetical notations for minor supporting details (a, b, c) (or numbers, if you use upper case alphabetical notations for major details).

After you have marked the text, you can **annotate** it, that is, write notes, paraphrasing the topic, the main idea, and major and minor supporting details in the margin or on a separate sheet of paper, based on your marking of the text.

STEPS FOR MARKING A TEXT

1. Preview the reading.
2. Read the paragraph or passage in its entirety.
3. Determine the author's purpose.
4. Determine the topic of the reading.
5. Determine the pattern of organization.
6. Determine the main idea.
7. Go back and mark the text.
8. After you mark the text, annotate (make notes, paraphrasing the topic, main idea and major and minor details) in the margins or on a separate piece of paper.

www.EnglishPro.ir

When you mark text, use a pen or pencil; a highlighter can make it difficult to see the relationship between ideas because everything (main ideas and details) are all the same color. Even if you use a different color for the main idea and supporting details, the act of interrupting your flow of concentration can disrupt your comprehension of the reading. Remember how limited your working memory capacity is and how quickly information can be bumped from this area. By trying this method of just using a pen or pencil, your concentration will not be disturbed.

QUICK TIPS THE SOUL METHOD OF TAKING NOTES

The more you mark text and annotate, the more information you will learn and retain. SOUL is an acronym (the first letter of each word is combined to form an easy-to-remember word) to help you remember the key points in text marking. SOUL stands for:

Select. Make sure you are selective about choosing the key points.

Organize. Make sure you organize the key points based on the author's structure.

Understand. Make sure you understand what you're writing by paraphrasing the author's language.

Learn. Use your study notes to prepare for tests and learn the information.

Thinking It Through MARKING A TEXT

Here is an article from a magazine on a subject we can all relate to: Test anxiety. Preview the reading and then read through the article, identifying the pattern of organization, main idea, and the supporting points in each paragraph. Note that the article has subsections, with the subsection titles in question format. Use this structure to focus your reading by looking for the answers posed in the subtitle questions. Then go back and selectively mark the text. Afterwards, transcribe the key points into the margin.

Before you begin, answer the following questions.

1. What is the topic of this article?
2. How is the article structured?
3. Why did the author write the article?
4. What is the most important point about the article?

(*Continued*)

www.EnglishPro.ir

More Tests = More Anxiety

by Walecia Konrad

1 Most kids get jitters before an exam. But these days, many kids are feeling outright panic.

2 One reason is the increase in standardized tests. Under the No Child Left Behind Act, all public school students must take annual exams in reading and math in grades three through eight, then again at least once in high school; starting with the 2007/08 school year, they'll also have to take science exams. These tests are a big deal, and kids who don't pass will face serious consequences. In some states, a child who fails any one will be held back—no matter how well he may have done in class. And a school may lose federal funding if too many students fail.

3 So how can you help your kid deal with the pressure? Below, some advice from Joseph Casbarro, Ph.D., a 30-year-veteran school administrator, psychologist, and author of *Test Anxiety & What You Can Do About It*.

Q: What are some signs that test anxiety is becoming a problem?

4 I'll never forget the time when my daughter was in fourth grade, facing her first standardized reading test. She woke up in the middle of the night, calling out, "Daddy, Daddy, I can't sleep. I'm worried about tomorrow's test." Kids with test anxiety may lose sleep, like my daughter did, obsess for days, or feel physical symptoms such as an upset stomach. Other kids will give up, figuring they aren't good test takers, so why bother studying?

5 Whatever symptoms your child shows, try not to add to the anxiety. If you're tense yourself, your child is a lot more likely to follow suit. You do need to talk to her, though, to help her understand what she's feeling. So ask questions instead of making statements that may sound critical. For example, rather than "You'd better study for the math test next week, I've heard that it's really hard," try "Do you know what's covered on the math test? Do you feel prepared?" You can also comfort her by acknowledging that you were scared about big tests too; it will reassure her that she's having a normal reaction.

Q: If the test isn't for months, is there anything parents can do to help their kids get ready?

6 Staying involved with your child's schoolwork all year will help him be well prepared by the time the test rolls around. And the more prepared he feels, the less anxious he'll get.

7 You can help a younger child by teaching him basic study skills and habits. Good teachers stress these throughout the school year, but you can reinforce those efforts by providing a quiet, well-lit place for your child to study and by figuring out what time of day is best for him to do his homework. In addition, it's a good idea to check your child's notes to make sure he is writing down key words and also keeping track of the things that the teacher would be likely to point out as most important. With assigned reading, make sure

www.EnglishPro.ir

your child pays special attention to the summary sections of each chapter and masters the comprehension questions.

8 You can help a kid in middle school or higher by teaching him time management, a skill that will become increasingly critical as he gets involved with more after-school activities. This is also a good opportunity to work with your kid on improving his memory; teach him tricks using rhymes, acronyms, and other mnemonic devices. (Visit howtostudy.org for specifics.) Student study groups are quite popular in these grades now, but you need to determine if they are right for your child. Some kids find that peers can help them get through a tough assignment, but other kids get too distracted with their friends around.

Q: If the test is only a week or two away, what then?

9 You can review the right way to take standardized tests. For example:

- Look over the whole test before beginning. That way, your child can manage her time efficiently. If there's an essay at the end, she'll know that she can't spend too long on the multiple-choice questions.
- Skip tough questions and go back to them. But remind your child not to panic if the first several questions are stumpers. When that happens, it's easy to think the whole test is impossible. But these tests don't progress from easiest to hardest.
- Eliminate wrong answers. If your child is at a loss, she can increase her odds by ruling out answers that she knows are incorrect. Some kids have heard that if they're guessing, they should always pick a certain letter because most of the answers correspond to that letter. Don't let them fall for that old trick. These new tests aren't set up that way.

10 And here's a great tip I heard from a seventh grader. She told me, "I used to get nervous during multiple-choice exams because often the choices were so similar, I'd get mixed up. Now I cover up the answers while I read the question, figure out what it should be, then choose the answer that comes closest to mine."

Q: Some moms go so far as to give their kids prescription drugs. Does that make sense?

11 I want to be clear. There's a big difference between anxiety and real phobia. If a child is exhibiting true test-phobic behavior—avoiding the test at all costs, even making himself sick—it's probably only one manifestation of more severe problems. With professional help, there may be times when short-term medication is appropriate. But these situations are the extreme. To my mind, there is absolutely no need for medication for routine cases of test anxiety.

Q: What about meditation or deep relaxation?

12 These techniques are perfect for treating routine test anxiety. As testing increases, many schools have even added these activities to the standard curriculum.

(*Continued*)

www.EnglishPro.ir

13 One of the most effective relaxation techniques kids can use during the test is visualization. Ask your child to imagine herself in one of her favorite places. How does it look, feel, smell, and sound? A fourth grader in one of my schools said he used to imagine soup. "Soup?" I asked. "Yes, I close my eyes and imagine I'm in my grandmother's house and I can smell the soup cooking in her kitchen. That's when I relax." I've had kids end up in Disney World, Africa, the beach—anywhere they feel happy and calm. In fact, visualization is what helped my daughter after that fitful night. She still gets butterflies, but now she knows how to soothe herself. Have your child practice visualization at home when he gets frustrated during a homework assignment. He'll see that it works, and he'll be comfortable trying it during an exam.

14 I'm also a big fan of meditation, progressive muscle relaxation, yoga, and regular exercise. All these activities can help kids stay calm during the time leading up to the test and also will come in handy in other stressful periods throughout their lives. Ask your child's guidance counselor for more info and check out the Web sites studygs.net (search for test anxiety) and familyeducation.com (search for relaxation techniques).

Remember: Not everyone will mark text and write notes in an identical manner. The key points, however, should be the same.

What is the topic of this article? *The topic of the article is children and test anxiety.*

How is the article structured? *The pattern of organization is problem/solution (which is, as you have learned in Chapters 1 and 2, a subtype of cause and effect). The problem is test anxiety. The solutions are the strategies available to combat test anxiety.*

Why did the author write the article? *The author informs us about both the problem and the solutions to the problem. The author explains the ways to combat the problem of test anxiety.*

What is the most important point about the article? *Test anxiety is a growing problem among school-aged children but can be lessened with a variety of short-term and long-term strategies.*

Now compare your text marking and annotations with those shown here. Remember, marking and annotations will be different among individuals. Notice how the SOUL method of marginal note-taking works in this example. The notes and text markings are *selective*: only important information has been chosen. The notes are organized to reflect how the author has arranged the information. The understanding of the material is apparent because the notes are written in a paraphrased format; they are rewritten using similar, but not identical, wording. And the notes are now clear so the information can be learned. The very act of writing the notes after marking the text is a step in learning the information.

www.EnglishPro.ir

More Tests = More Anxiety
by Walecia Konrad

Title implies cause and effect

1 Most kids get jitters before an exam. But these days, many kids are feeling outright panic.

(Cause effect)
Panic reaction in children before an exam from increase in standardized testing

2 One reason is the increase in standardized tests. Under the No Child Left Behind Act[1] all public school students must take annual exams in reading and math in grades three through eight,[a] then again at least once in high school;[b] starting with the 2007/08 school year, they'll also have to take science exams. These tests are a big deal, and kids who don't pass[2] will face serious consequences. In some states, a child who fails any one will be held[3] back-no matter how well he may have done in class. And a school may lose federal funding[4] if too many students fail.

1. No Child Left Behind Act
   a. annual exams grades 3–8
   b. exam in high school
2. Kids who don't pass face consequences
3. Failing child could be held back
4. School may lose federal funding

(Solution to problem of test anxiety in kids)

3 So how can you help your kid deal with the pressure? Below, some advice from Joseph Casbarro, Ph.D., a 30-year-veteran school administrator, psychologist, and author of *Test Anxiety & What You Can Do About It.*

Q: What are some signs that test anxiety is becoming a problem?

Signs of anxiety problem

4 I'll never forget the time when my daughter was in fourth grade, facing her first standardized reading test. She woke up in the middle of the night, calling out, "Daddy, Daddy, I can't sleep. I'm worried about tomorrow's[1] test." Kids with test anxiety may lose sleep, like my daughter did, obsess[2] for days, or feel physical symptoms[3] such as an upset stomach. Other kids will give[4] up, figuring they aren't good test takers, so why bother studying.

1. Loss of sleep
2. Obsessing
3. Physical symptoms (stomach ache)
4. Giving up

(*Continued*)

www.EnglishPro.ir

Parents can help by not adding to the anxiety

1. Child will mirror adult's tension
2. Talk it through to promote understanding of emotions

5 Whatever symptoms your child shows, try not to add to the anxiety. If you're tense yourself,[1] your child is a lot more likely to follow suit. You do need to talk to her, though, to help her[2] understand what she's feeling. So ask questions instead of making statements that may sound critical. For example, rather than "You'd better study for the math test next week, I've heard that it's really hard," try "Do you know what's covered on the math test? Do you feel prepared?" You can also comfort her by acknowledging that you were scared about big tests too; it will reassure her that she's having a normal reaction.

Long-term help for children and tests

Q: If the test isn't for months, is there anything parents can do to help their kids get ready?

There are ways to help a young child prepare for tests

1. Stay involved with school work all year
2. Teach young children basic study skills
3. Check child's notes for key words
4. Teach child to pay attention to summary sections and comprehension questions in texts

6 Staying involved with your child's schoolwork all year will help him be well prepared by the time the test rolls around.[1] And the more prepared he feels, the less anxious he'll get.

7 You can help a younger child by teaching him basic study skills and habits.[2] Good teachers stress these throughout the school year, but you can reinforce those efforts by providing a quiet, well-lit place for your child to study and by figuring out what time of day is best for him to do his homework. In addition, it's a good idea to check your child's notes to make sure he is writing down key words[3] and also keeping track of the things that the teacher would be likely to point out as most important. With assigned reading, make sure your child pays special attention to the summary sections of each chapter and masters the comprehension questions.[4]

There are ways to help an older child prepare for tests

1. Teach time management

8 You can help a kid in middle school or higher by teaching him time management,[1] a skill that will become

www.EnglishPro.ir

increasingly critical as he gets involved with more after-school activities. This is also a good opportunity to work with your kid on improving his memory;[2] teach him tricks using rhymes, acronyms, and other mnemonic devices. (Visit howtostudy.org for specifics.) Student study groups are quite popular in these grades now, but you need to determine if they are right for your child.[3] Some kids find that peers can help them get through a tough assignment, but other kids get too distracted with their friends around.

2. Teach techniques to improve memory

3. Encourage study groups if doing so works for child

Q: If the test is only a week or two away, what then?

Short-term help for children and tests

9 You can review the right way to take standardized tests. For example:

- Look over the whole test before beginning.[1] That way, your child can manage her time efficiently. If there's an essay at the end, she'll know that she can't spend too long on the multiple-choice questions.
- Skip tough questions and go back to them.[2] But remind your child not to panic if the first several questions are stumpers. When that happens, it's easy to think the whole test is impossible. But these tests don't progress from easiest to hardest.
- Eliminate wrong answers.[3] If your child is at a loss, she can increase her odds by ruling out answers that she knows are incorrect. Some kids have heard that if they're guessing, they should always pick a certain letter because most of the answers correspond to that letter. Don't let them fall for that old trick. These new tests aren't set up that way.

Review the right way to take a standardized test

1. Look over whole test first to manage time

2. Skip tough questions and go back to them later

3. Eliminate wrong answers

10 And here's a great tip I heard from a seventh grader. She told me, "I used to

(*Continued*)

www.EnglishPro.ir

4. Cover up answers in multiple choice tests to figure out answers yourself

get nervous during multiple-choice exams because often the choices were so similar, I'd get mixed up. Now I cover up the answers while I read the question, figure out what it should be, then choose the answer that comes closest to mine."

Prescription drugs and anxiety

Q: Some moms go so far as to give their kids prescription drugs. Does that make sense?

There is a difference between anxiety and phobia

11 I want to be clear. There's a big difference between anxiety and real phobia. If a child is exhibiting true test-phobic behavior-avoiding the test at all costs, even making himself sick-it's probably only one manifestation of more severe problems. With professional help, there may be times when short-term medication is appropriate. But these situations are the extreme. To my mind, there is absolutely no need for medication for routine cases of test anxiety.

1. Phobia is avoiding test and making self sick

2. Short-term medication may be warranted in certain cases, but not for routine cases of anxiety

Relaxation techniques for anxiety

Q: What about meditation or deep relaxation?

There are relaxation techniques for test anxiety

12 These techniques are perfect for treating routine test anxiety. As testing increases, many schools have even added these activities to the standard curriculum.

13 One of the most effective relaxation techniques kids can use during the test is visualization. Ask your child to imagine herself in one of her favorite places. How does it look, feel, smell, and sound? A fourth grader in one of my schools said he used to imagine soup. "Soup?" I asked. "Yes, I close my eyes and imagine I'm in my grandmother's house and I can smell the soup cooking in her kitchen. That's when I relax." I've had kids end up in Disney World, Africa, the beach—anywhere they feel happy and calm. In fact, visualization is

Visualization

1. Imagine a favorite place

2. Practice whenever frustrated over small tasks and assignments

www.EnglishPro.ir

what helped my daughter after that fitful night. She still gets butterflies, but now she knows how to soothe herself. Have your child practice visualization at home when he gets frustrated during a homework assignment. He'll see that it works, and he'll be comfortable trying it during an exam.

14 I'm also a big fan of meditation, progressive muscle relaxation, yoga, and regular exercise. All these activities can help kids stay calm[1] during the time leading up to the test and also will come in handy in other stressful periods throughout their lives.[2] Ask your child's guidance counselor for more info and check out the Web sites studygs.net (search for test anxiety) and familyeducation.com (search for relaxation techniques).

Meditation, progressive relaxation, yoga, exercise

1. Help kids stay calm before tests

2. Also effective during other stressful times

On Your Own MARKING A TEXT

Here is an excerpt from a college text, *Psychology*, that contrasts the different learning outcomes and learning methods in the United States and some Asian cultures, specifically Taiwan and Japan. Textbook material can be more complex and information-dense than other reading material, but the process of text marking will be the same. Use the SOUL method when you mark this reading; the difference is not in what you do, but how much you mark in the text.

1. Read the textbook excerpt, then go back and selectively mark the text.
2. Transcribe the key points into the margin, using the SOUL method.
3. Compare your notes with those of a classmate or a small group of peers.

Before you begin, as always, answer the following questions:

- What is the topic of this article? _____
- How is the article structured? _____
- What is the author's purpose? _____

(*Continued*)

www.EnglishPro.ir

Using Research on Learning to Help People Learn

1 Teaching and training—explicit efforts to assist learners in mastering a specific skill or body of material—are major aspects of socialization in virtually every culture. So the study of how people learn has important implications for improved teaching our schools and for helping people develop skills ranging from typing to tennis.

Classrooms Across Cultures

2 Many people are concerned that schools in the United States are not doing a very good job. The average performance of U. S. students on tests of reading, math, and other basic academic skills has tended to fall short of that of youngsters in other countries, especially some Asian countries. In one comparison study, Harold Stevenson (1992) followed a sample of pupils in Taiwan, Japan, and the United States from first grade, in 1980, to eleventh grade, in 1991. In first grade, the Asian students scored no higher than their U. S. peers on tests of mathematical aptitude and skills, nor did they enjoy math more. However, by fifth grade the U. S. students had fallen far behind. Corresponding differences were seen in reading skills.

3 Some possible causes of these differences were found in the classroom itself. In a typical U. S. classroom session, teachers talked to students as a group. The students then worked at their desks independently. Reinforcement or other feedback about performance on their work was usually delayed until the next day or, often, not provided at all. In contrast, the typical Japanese classroom placed greater emphasis on cooperative work among students. Teachers provided more immediate feed-back on a one-to-one basis. And there was an emphasis on creating. teams of students with varying abilities, an arrangement in which faster learners help teach slower ones.

However, before concluding that the differences in performance are the result of social factors alone, we must consider another important distinction: The Japanese children practiced more. They spent more days in school during the year and on average spent more hours doing homework.

4 Although the significance of these cultural differences in learning and teaching is not yet clear, the educational

www.EnglishPro.ir

community in the United States is paying attention to them. Psychologists and educators are also considering how other principles of learning can be applied to improve education. Anecdotal and experimental evidence suggests that some of the most successful educational techniques are those that apply basic principles of operant conditioning, offering frequent testing, positive reinforcement for correct performance, and immediate corrective feedback following mistakes. Research in cognitive psychology also suggests that students are more likely to retain what they learn if they engage in numerous study sessions rather than in a single "cramming" session on the night before a quiz or exam. To encourage this more beneficial "distributed practice" pattern, researchers say, teachers should give enough exams and quizzes (some unannounced, perhaps) that students will be reading and studying more or less continuously. And because learning is aided by repeated opportunities to use new information, these exams and quizzes should cover material from throughout the term, not just from recent classes. Such recommendations are not necessarily popular with students, but there is good evidence that they promote long-term retention of course material.

VOCABULARY STRATEGY

Improving Your College-Level Vocabulary

In college texts, you will encounter many words you do not know. One strategy for understanding these key terms is to use the key terms features in your textbook. Another strategy you can use is to practice and apply the vocabulary strategies of using context clues, recognizing words parts, and understanding figurative language. However, sometimes you need to be active in expanding your vocabulary by using a dictionary and learning more complex words through study.

Using a Dictionary

Every college student needs to own a good college dictionary. Using this resource is vital to building your college vocabulary. Online dictionaries are convenient and easy to access; however, if you don't

www.EnglishPro.ir

know how to spell the word in question, it is difficult to use an online resource. A book, however, provides the assurance that if you come close to spelling the word correctly, you can often find it.

A dictionary will help you understand different ways a particular word can be used in different contexts. And, a dictionary identifies what part of speech a word is—noun, pronoun, verb, article, adjective, adverb, conjunction, interjection. A dictionary can provide information about the origin of a word—whether it is derived from Latin, Greek, old English, French, or another language. As valuable a reference tool as a dictionary is, it is a last resort for learning the meaning of an unfamiliar word because of the disruption the "looking-it-up" process causes to your comprehension and working memory. Better strategies for learning the meaning of new words are using context clues and structural analysis—examination of word parts. The dictionary is a first resort, however, for spelling help (besides a spell check program) and learning the part of speech or origin of a word.

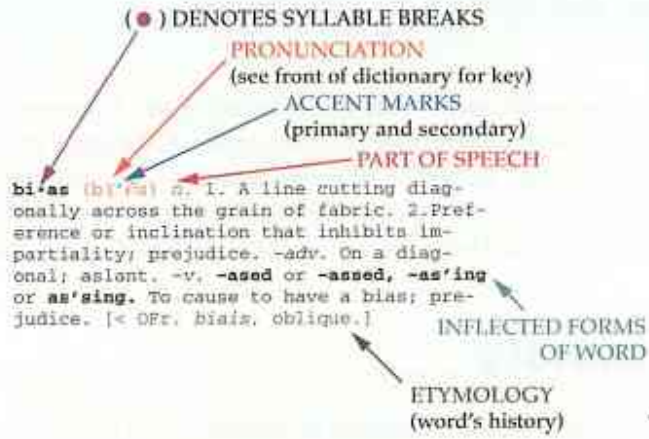
Guide words at the top of each page in the dictionary indicate which alphabetical words listings are on that page. For example, if a guide word on the top left of the page is *independence* and the guide word on the top right of the page is *individual*, and the word you wanted to find was *indignant*, you are on the right page! *Indignant* would fall between *independence* and *individual*. Most dictionaries list entries in boldface print. Following the word is its phonetic pronunciation and its part of speech. After this is the definition of the word and an example of how the word is used. Many dictionaries include the word's origin and how the parts of the word originally came to be. Abbreviations for the word origins can usually be found at the beginning of a dictionary (*L, OFr, Gr, OE* stands for Latin, Old French, Greek, Old English, respectively). Last, additional forms of the word are provided as well as synonyms.

in•dig•nant [in-**dig**-n*uh* nt] ***–adjective*** feeling, characterized by, or expressing strong displeasure at something considered unjust, offensive, insulting, or base: *indignant remarks; an indignant expression on his face.*

Origin: 1580–90; < L *indignant-* (s. of *indignāns*, prp. of *indignār* to deem unworthy, take offense), equiv. to *in-* IN-[3] + *dign-*, s. of *dignus* worthy + *-ant-* -ANT

Related forms: in.dig.nant.ly, adverb

Synonyms: angry, resentful, infuriated, mad



www.EnglishPro.ir

Recognizing Common College Vocabulary

Here is a list of the top 100 vocabulary words according to JustColleges.com. While there is no doubt vocabulary is acquired through encountering words you do not know within passages you are reading, some of you may desire to begin to expand your vocabulary by learning the top 100 words found across the disciplines. Use your knowledge of word parts to make educated guesses as to the meanings of the following words, or look them up in a dictionary. You might consider setting a goal of learning five new words from this list per week. In any case, learning any of these words cannot hurt.

SAT—The Top 100 Vocabulary Words

Extensive reading is the best way to develop your command of tough vocabulary. But cramming Shakespeare and Milton before the test is not very practical. So, we've done a little investigating and have compiled the top 100 vocabulary words of all time. Use this list to strengthen your vocabulary and prepare for the test day challenge.

1. **abbreviate:** (v) to shorten, abridge
2. **abstinence:** (n) the act of refraining from pleasurable activity, e.g., eating or drinking
3. **adulation:** (n) high praise
4. **adversity:** (n) misfortune, an unfavorable turn of events
5. **aesthetic:** (adj) pertaining to beauty or the arts
6. **amicable:** (adj) friendly, agreeable
7. **anachronistic:** (adj) out-of-date, not attributed to the correct historical period
8. **anecdote:** (n) short, usually funny account of an event
9. **anonymous:** (adj) nameless, without a disclosed identity
10. **antagonist:** (n) foe, opponent, adversary
11. **arid:** (adj) extremely dry or deathly boring
12. **assiduous:** (adj) persistent, hard-working
13. **asylum:** (n) sanctuary, shelter, place of refuge
14. **benevolent:** (adj) friendly and helpful
15. **camaraderie:** (n) trust, sociability amongst friends
16. **censure:** (v) to criticize harshly
17. **circuitous:** (adj) indirect, taking the longest route
18. **clairvoyant:** (adj) exceptionally insightful, able to foresee the future
19. **collaborate:** (v) to cooperate, work together
20. **compassion:** (n) sympathy, helpfulness or mercy
21. **compromise:** (v) to settle a dispute by terms agreeable to both sides
22. **condescending:** (adj) possessing an attitude of superiority, patronizing
23. **conditional:** (adj) depending on a condition, e.g., in a contract
24. **conformist:** (n) person who complies with accepted rules and customs

(*Continued*)

www.EnglishPro.ir

25. **congregation:** (n) a crowd of people, an assembly
26. **convergence:** (n) the state of separate elements joining or coming together
27. **deleterious:** (adj) harmful, destructive, detrimental
28. **demagogue:** (n) leader, rabble-rouser, usually appealing to emotion or prejudice
29. **digression:** (n) the act of turning aside, straying from the main point, esp. in a speech or argument
30. **diligent:** (adj) careful and hard-working
31. **discredit:** (v) to harm the reputation of, dishonor or disgrace
32. **disdain:** (v) to regard with scorn or contempt
33. **divergent:** (adj) separating, moving in different directions from a particular point
34. **empathy:** (n) identification with the feelings of others
35. **emulate:** (v) to imitate, follow an example
36. **enervating:** (adj) weakening, tiring
37. **enhance:** (v) to improve, bring to a greater level of intensity
38. **ephemeral:** (adj) momentary, transient, fleeting
39. **evanescent:** (adj) quickly fading, short-lived, esp. an image
40. **exasperation:** (n) irritation, frustration
41. **exemplary:** (adj) outstanding, an example to others
42. **extenuating:** (adj) excusing, lessening the seriousness of guilt or crime, e.g., of mitigating factors
43. **florid:** (adj) red-colored, flushed; gaudy, ornate
44. **fortuitous:** (adj) happening by luck, fortunate
45. **frugal:** (adj) thrifty, cheap
46. **hackneyed:** (adj) cliched, worn out by overuse
47. **haughty:** (adj) arrogant and condescending
48. **hedonist:** (n) person who pursues pleasure as a goal
49. **hypothesis:** (n) assumption, theory requiring proof
50. **impetuous:** (adj) rash, impulsive, acting without thinking
51. **impute:** (v) to attribute an action to particular person or group
52. **incompatible:** (adj) opposed in nature, not able to live or work together
53. **inconsequential:** (adj) unimportant, trivial
54. **inevitable:** (adj) certain, unavoidable
55. **integrity:** (n) decency, honesty, wholeness
56. **intrepid:** (adj) fearless, adventurous
57. **intuitive:** (adj) instinctive, untaught
58. **jubilation:** (n) joy, celebration, exultation
59. **lobbyist:** (n) person who seeks to influence political events
60. **longevity:** (n) long life
61. **mundane:** (adj) ordinary, commonplace

www.EnglishPro.ir

62. **nonchalant:** (adj) calm, casual, seeming unexcited
63. **novice:** (n) apprentice, beginner
64. **opulent:** (adj) wealthy
65. **orator:** (n) lecturer, speaker
66. **ostentatious:** (adj) showy, displaying wealth
67. **parched:** (adj) dried up, shriveled
68. **perfidious:** (adj) faithless, disloyal, untrustworthy
69. **precocious:** (adj) unusually advanced or talented at an early age
70. **pretentious:** (adj) pretending to be important, intelligent or cultured
71. **procrastinate:** (v) to unnecessarily delay, postpone, put off
72. **prosaic:** (adj) relating to prose; dull, commonplace
73. **prosperity:** (n) wealth or success
74. **provocative:** (adj) tending to provoke a response, e.g., anger or disagreement
75. **prudent:** (adj) careful, cautious
76. **querulous:** (adj) complaining, irritable
77. **rancorous:** (adj) bitter, hateful
78. **reclusive:** (adj) preferring to live in isolation
79. **reconciliation:** (n) the act of agreement after a quarrel, the resolution of a dispute
80. **renovation:** (n) repair, making something new again
81. **resilient:** (adj) quick to recover, bounce back
82. **restrained:** (adj) controlled, repressed, restricted
83. **reverence:** (n) worship, profound respect
84. **sagacity:** (n) wisdom
85. **scrutinize:** (v) to observe carefully
86. **spontaneity:** (n) impulsive action, unplanned events
87. **spurious:** (adj) lacking authenticity, false
88. **submissive:** (adj) tending to meekness, to submit to the will of others
89. **substantiate:** (v) to verify, confirm, provide supporting evidence
90. **subtle:** (adj) hard to detect or describe; perceptive
91. **superficial:** (adj) shallow, lacking in depth
92. **superfluous:** (adj) extra, more than enough, redundant
93. **suppress:** (v) to end an activity, e.g., to prevent the dissemination of information
94. **surreptitious:** (adj) secret, stealthy
95. **tactful:** (adj) considerate, skillful in acting to avoid offense to others
96. **tenacious:** (adj) determined, keeping a firm grip on
97. **transient:** (adj) temporary, short-lived, fleeting
98. **venerable:** (adj) respected because of age
99. **vindicate:** (v) to clear from blame or suspicion
100. **wary:** (adj) careful, cautious

www.EnglishPro.ir

On Your Own USING THE DICTIONARY WITH THE TOP 100 VOCABULARY WORDS

Choose five words from the Top 100 Vocabulary Words list. Look these words up in the dictionary and provide the information called for.

1. Word: _____
2. Pronunciation: _____
3. Part of speech: _____
4. Etymology (word origin): _____
5. Related forms: _____
6. Synonyms: _____

QUICK TIPS RECOGNIZING COMMONLY MISUSED WORDS

From the editors of the *American Heritage Dictionary* comes this list of 100 words commonly misused. With a partner or as part of class discussion, identify some of these words and how you have seen them misused.

100 Words Almost Everyone Confuses and Misuses

adverse / averse	comprise	hopefully
affect / effect	consul / council / counsel	impact
aggravate	convince / persuade	impeach
alleged	discreet / discrete	imply / infer
all right	disinterested / uninterested	incredible / incredulous
altogether	enervate	irony
among / between	enormity / enormousness	irregardless
assure / ensure / insure	factoid	its / it's
auger / augur	fewer / less	kudos
average / median	flammable / inflammable	lay / lie
blatant / flagrant	flaunt / flout	leave / let
capital / capitol	forte	literally
complement / compliment	gender / sex	mass / weight

www.EnglishPro.ir

mean
mischievous
nuclear
parameter
penultimate
peruse
phenomenon
plus
precipitate / precipitous
prescribe / proscribe
presently
principal / principle
renown
reticent
sacrilegious
seasonable / seasonal
sensual / sensuous
set / sit
that / which
unexceptionable / unexceptional
unique
utilize / use
wherefore
wreak / wreck
zoology

UNDERSTANDING GRAPHICS

Reading Complex Tables

To find the main idea in a graphic, use the same steps you use in reading a text. With complex tables, however, you will benefit from marking the information in the table in order to pinpoint the most important information, just as you do in written text. Now you will sharpen your skills by finding information of importance to draw conclusions about a complex table. To read for main ideas in graphics:

1. Determine the topic.
2. Determine the pattern of organization.
3. Determine the most important point.

In the case of a complex table, such as Table 5.3, you have to look more closely at the information to get the most important points. You will add three more steps to draw your conclusion:

4. Determine the meaning of each of the columns represented in the table.
5. Determine what the meaning of each of the columns tells you as a whole about the topic.
6. Make a reasonable inference about future trends. These six steps are applied to Table 5.3.

www.EnglishPro.ir

Thinking It Through APPLYING INFERENCE TO A COMPLEX TABLE

TABLE 5.3 NUMBER AND PERCENTAGE DISTRIBUTION OF ASSOCIATE'S DEGREES CONFERRED BY DEGREE-GRANTING INSTITUTIONS, BY RACIAL/ETHNIC GROUP: SELECTED YEARS, 1976–77 THROUGH 2004–05

	MINORITY STUDENTS									
	TOTAL MINORITY STUDENT		BLACK		HISPANIC		ASIAN/PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKA NATIVE	
Academic Year	Number	%	Number	%	Number	%	Number	%	Number	%
1976–77[1]	59,300	14.6	33,200	8.2	16,600	4.1	7,000	1.7	2,500	0.6
1980–81[2]	64,400	15.7	35,300	8.6	17,800	4.3	8,700	2.1	2,600	0.6
1984–85[3]	68,100	15.8	35,800	8.3	19,400	4.5	9,900	2.3	3,000	0.7
1988–89[4]	70,900	16.4	34,700	8.0	20,400	4.7	12,500	2.9	3,300	0.8
1989–90	72,300	15.9	34,300	7.5	21,500	4.7	13,100	2.9	3,400	0.8
1990–91	83,500	17.3	38,800	8.1	25,500	5.3	15,300	3.2	3,900	0.8
1991–92	87,400	17.3	40,200	8.0	27,300	5.4	15,800	3.1	4,100	0.8
1992–93	94,300	18.3	42,900	8.3	30,300	5.9	16,800	3.3	4,400	0.9
1993–94	101,000	19.0	45,500	8.6	32,100	6.1	18,400	3.5	4,900	0.9
1994–95	109,200	20.2	47,100	8.7	36,000	6.7	20,700	3.8	5,500	1.0
1995–96	119,000	21.4	52,000	9.4	38,300	6.9	23,100	4.2	5,600	1.0
1996–97	131,000	22.9	56,300	9.9	43,500	7.6	25,200	4.4	6,000	1.0
1997–98	132,600	23.7	55,300	9.9	45,900	8.2	25,200	4.5	6,200	1.1
1998–99	140,100	25.0	57,400	10.3	48,700	8.7	27,600	4.9	6,400	1.1
1999–2000	146,100	25.9	60,200	10.7	51,600	9.1	27,800	4.9	6,500	1.2

www.EnglishPro.ir

	MINORITY STUDENTS									
	TOTAL MINORITY STUDENT		BLACK		HISPANIC		ASIAN/PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKA NATIVE	
Academic Year	Number	%	Number	%	Number	%	Number	%	Number	%
2000–01	156,200	27.0	63,900	11.0	57,300	9.9	28,500	4.9	6,600	1.1
2001–02	165,100	27.7	67,300	11.3	60,000	10.1	30,900	5.2	6,800	1.1
2002–03	181,700	28.7	75,400	11.9	66,200	10.5	32,600	5.2	7,500	1.2
2003–04	194,700	29.3	81,200	12.2	72,300	10.9	33,100	5.0	8,100	1.2
2004–05	207,100	29.7	86,400	12.4	78,600	11.3	33,700	4.8	8,400	1.2
Increase in the number of degrees conferred between 1976–77 and 2004–05	147,700	†	53,200	†	61,900	†	26,600	†	5,900	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	249	†	161	†	372	†	378	†	238	†

†Not applicable.
[1]Excludes 1,170 males and 251 females whose racial/ethnic group was not available.
[2]Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available.
[3]Excludes 1,033 males and 1,512 females whose racial/ethnic group was not available.
[4]Excludes 2,353 males and 2,267 females whose racial/ethnic group was not available.
NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

(*Continued*)

www.EnglishPro.ir

1. **Determine the topic.** *This chart concerns the U. S. graduation rates with associate's degrees of minority students between 1976–77 and 2004–05. The topic is U. S. associate's degrees and minority students.*

2. **Determine the pattern of organization.** *This chart shows comparison and contrast as well as chronological order (sequence).*

3. **Determine the most important point.** *Associate's degrees granted in the United States by race between 1976 and 2005 show an increase in the overall number of degrees granted to minorities.*

4. **Determine the overall point of each of the columns.**
   a. *The first column concerns years students are enrolled.*
   b. *The second column shows minority graduation rates as a total. The total number of individuals of minority descent graduating with an associate's degree has increased 249 percent.*
   c. *The third column shows that graduation rates for African Americans have increased 161 percent between 1976–77 and 2004–05.*
   d. *The fourth column shows that Hispanic graduation rates have increased 372 percent in the same period.*
   e. *The fifth column indicates that Asian/Pacific Islanders' graduation rates have increased 378 percent.*
   f. *The sixth column shows that American Indian/Alaskan natives' graduation rates have increased 238 percent.*

5. **Determine the overall point of each of the columns as they relate to the whole.** *These figures show that the minority graduation rates for associate's degrees in 2004–05 have increased 240 percent since 1976–77. Hispanic students' have the largest increase in graduation rates. Asian/Pacific Islanders have had the largest percentage growth in number of degrees earned. Graduation rates of American Indian/Alaskan native students are increasing, while African-American students' graduation rates have not increased at as fast a rate as the other groups, this group remains the largest minority population to graduate.*

6. **What is a reasonable inference about future trends?** *This information indicates that the graduation rates of minority students are likely to continue to rise in the coming years.*

www.EnglishPro.ir

On Your Own READING COMPLEX TABLES

Study the information in Table 5.4 using the six steps outlined. Then discuss your answers with others in the class.

TABLE 5.4 NUMBER OF DEGREES CONFERRED BY DEGREE-GRANTING INSTITUTIONS, BY TYPE OF DEGREE: SELECTED YEARS, 1976–77 THROUGH 2004–05

ACADEMIC YEAR	ASSOCIATE'S	BACHELOR'S	MASTER'S	FIRST-PROFESSIONAL[1]	DOCTORAL[2]
1976–77	405,000	917,900	316,600	64,000	33,100
1980–81	410,200	934,800	294,200	71,300	32,800
1984–85	429,800	968,300	280,400	71,100	32,300
1988–89	432,100	1,016,400	309,800	70,900	35,700
1989–90	455,100	1,051,300	324,300	71,000	38,400
1990–91	481,700	1,094,500	337,200	71,900	39,300
1991–92	504,200	1,136,600	352,800	74,100	40,700
1992–93	514,800	1,165,200	369,600	75,400	42,100
1993–94	530,600	1,169,300	387,100	75,400	43,200
1994–95	539,700	1,160,100	397,600	75,800	44,400
1995–96	555,200	1,164,800	406,300	76,700	44,700
1996–97	571,200	1,172,900	419,400	78,700	45,900
1997–98	558,600	1,184,400	430,200	78,600	46,000
1998–99	560,000	1,200,300	440,000	78,400	44,100
1999–2000	564,900	1,237,900	457,100	80,100	44,800
2000–01	578,900	1,244,200	468,500	79,700	44,900

(*Continued*)

www.EnglishPro.ir

ACADEMIC YEAR	ASSOCIATE'S	BACHELOR'S	MASTER'S	FIRST-PROFESSIONAL[1]	DOCTORAL[2]
2001–02	595,100	1,291,900	482,100	80,700	44,200
2002–03	632,900	1,348,500	512,600	80,800	46,000
2003–04	665,300	1,399,500	558,900	83,000	48,400
2004–05	696,700	1,439,300	574,600	87,300	52,600
Increase in the number of degrees conferred between 1976–77 and 2004–05	291,700	521,400	258,000	23,300	19,500
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	72	57	81	36	59

[1]An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself.
[2]Includes Ph.D., Ed.D, and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

1. Determine the topic. _____
2. Determine the pattern of organization. _____
3. Determine the most important point. _____

_____

_____

(*Continued*)

www.EnglishPro.ir

4. Determine the overall point of each of the columns using this table.

ACADEMIC YEAR	ASSOCIATE'S DEGREES	BACHELOR'S DEGREES	MASTER'S DEGREES	FIRST PROFESSIONAL DEGREES	DOCTORAL DEGREES

5. Determine the overall point of each of the columns as they relate to the whole. _____

_____

_____

_____

_____

6. What is a reasonable inference about future trends? _____

_____

_____

_____

_____

www.EnglishPro.ir

Applications

APPLICATION 1

This reading is an article from the magazine *U. S. News and World Report* on college graduation challenges in the United States. Read the article after you preview it. Then, using the techniques you have learned in this chapter, mark the text and annotate in the margins. Use the SOUL method to mark the text and take notes. In addition, circle any words that are unfamiliar to you and use vocabulary strategies or a dictionary to find their meaning.

Once you have completed your text marking and annotation, compare your text and notes in small groups or with a partner. Remember: The notes should contain roughly the same information, but because you are paraphrasing the ideas, the wording may be a bit different.

Get In, Show Up, Drop Out.

by Alex Kingsbury

1 For years, universities have known that one freshman does not a graduate make. Yet the focus of policymakers and teachers throughout the education pipeline has been to get students accepted to college. An admirable goal, experts say, but one that may be fruitless, even detrimental, unless students finish with a degree.

2 The numbers are stark. Only 63 percent of all students entering four-year colleges have their degrees within six years, according to government statistics. Rates for black and Hispanic students are less than 50 percent, and the gap between minority and white students is growing. It is these disturbing trends that have prompted William Bowen, president of the Andrew W. Mellon Foundation and one of the nation's foremost education researchers, to announce a major research initiative into *the* subject last week in a speech to the Goldman Sachs Foundation. "We need to understand with greater precision what happens to these students along the way in their academic careers that makes them drop out," says Bowen, whose previous studies on affirmative action, collegiate athletics, and socioeconomic diversity in admissions have been influential in higher education.

www.EnglishPro.ir

Behind South Korea

3 Motivating the project, which will most likely focus on 20 large public universities, are several worrying—and not unrelated—trends: the growing inequities of higher education, especially between students from different racial and socioeconomic backgrounds, and the lagging competitiveness of the nation. In 2003, just 39 percent of American adults ages 25 to 34 had a degree, compared with 53 percent in Canada, 52 percent in Japan, and 47 percent in South Korea. Couple that with the fact that 100 new universities will break ground in China in the next decade, and the need for action is clear, Bowen says.

4 The ramifications for students who fail to obtain a degree are serious. College graduates earn far more than non-graduates over their lifetimes. And students who attend college, incur debt, and fail to emerge with a degree can be worse off than when they applied in the first place.

5 While family income, financial aid, and the education level of one's parents have been contributing factors, the underlying causes—and possible solutions—are far from evident. Most frustrating, researchers say, is the lack of usable data on who actually drops out of college and why. "Colleges have long felt that they are not responsible for tracking completion rates and dealing with the issue," says Yolanda Kodrzycki, an economist with the Federal Reserve Bank of Boston, who has studied regional variations in minority completion rates. But the answers won't be readily apparent. Researchers typically must track students over six years to get good data.

www.EnglishPro.ir

TABLE 5.5 ACTUAL AND ALTERNATIVE PROJECTED NUMBERS FOR ENROLLMENT IN PUBLIC 4-YEAR DEGREE-GRANTING POST SECONDARY INSTITUTIONS, BY SEX AND ATTENDANCE STATUS: FALL 1992 THROUGH FALL 2017 [IN THOUSANDS]

		MEN		WOMEN	
YEAR	TOTAL	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
Actual					
1992	5,900	2,005	760	2,090	1,045
1993	5,852	1,989	750	2,085	1,027
1994	5,825	1,966	738	2,100	1,022
1995	5,815	1,951	720	2,134	1,009
1996	5,806	1,943	703	2,163	997
1997	5,835	1,951	687	2,214	984
1998	5,892	1,959	685	2,260	988
1999	5,970	1,984	686	2,309	991
2000	6,055	2,009	683	2,363	1,001
2001	6,236	2,082	687	2,450	1,017
2002	6,482	2,167	706	2,557	1,052
2003	6,649	2,225	713	2,639	1,072
2004	6,737	2,260	717	2,684	1,076
2005	6,838	2,295	724	2,726	1,091
2006	6,955	2,339	740	2,765	1,111

www.EnglishPro.ir

		MEN		WOMEN	
YEAR	TOTAL	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
Middle alternative projections					
2007	6,981	2,376	738	2,768	1,098
2008	7,092	2,417	746	2,819	1,110
2009	7,204	2,455	753	2,872	1,125
2010	7,290	2,488	761	2,906	1,134
2011	7,379	2,518	773	2,942	1,146
2012	7,473	2,544	786	2,983	1,159
2013	7,575	2,567	802	3,033	1,174
2014	7,666	2,583	816	3,079	1,188
2015	7,738	2,592	828	3,118	1,201
2016	7,806	2,601	839	3,153	1,213
2017	7,874	2,614	850	3,184	1,226

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Data for 1999 were imputed using alternative procedures.

COMPREHENSION CHECK

1 Write two questions about this reading for each of the four types of questions using Question–Answer Relationships (QAR). With a partner or in class discussion, share you questions. _____

_____

_____

_____

_____

_____

_____

_____

www.EnglishPro.ir

2 Table 5.5 examines the enrollment figures and projected trends for four-year universities by gender and part- or full-time status. Despite what you read in Application 1 regarding *graduation* rates in four-year colleges, *enrollment* numbers continue to climb! Examine Table 5.5, marking the information that is important.

- Determine the topic. _____
- Determine the pattern of organization. _____
- Determine the most important point. _____

_____

- Determine the most important point of each of the columns represented in Table 5.5, using this table.

YEAR	TOTAL	MEN FULL-TIME	MEN PART-TIME	WOMEN FULL-TIME	WOMEN PART-TIME

- Determine what the meaning of each of the columns tells you as a whole about the topic. _____

_____

_____

_____

_____

- Make a reasonable inference about future trends as noted in the chart.

_____

_____

_____

www.EnglishPro.ir

APPLICATION 2

Here is a newspaper article concerning math anxiety and the brain. Mark the text and then annotate to practice your skills. In addition, circle words that are unfamiliar and use the vocabulary strategies you have learned to find their meaning; use a dictionary if you need to.

Math Anxiety Saps Working Memory Needed to Do Math

by Julie Steenhuysen

1 Worrying about how you'll perform on a math test may actually contribute to a lower test score, U. S. researchers said.

2 Math anxiety—feelings of dread and fear and avoiding math—can sap the brain's limited amount of working capacity, a resource needed to compute difficult math problems, said Mark Ashcroft, a psychologist at the University of Nevada Las Vegas who studies the problem.

3 "It turns out that math anxiety occupies a person's working memory," said Ashcroft, who spoke on a panel at the annual meeting of the American Association for the Advancement of Science in San Francisco.

4 Ashcroft said while easy math tasks such as addition require only a small fraction of a person's working memory, harder computations require much more.

5 Worrying about math takes up a large chunk of a person's working memory stores as well, spelling disaster for the anxious student who is taking a high-stakes test.

6 Stress about how one does on tests like college entrance exams can make even good math students choke. "All of a sudden they start looking for the short cuts," said University of Chicago researcher Sian Beilock.

7 Although test preparation classes can help students overcome this anxiety, they are limited to students whose families can afford them.

8 Ultimately, she said, "It may not be wise to rely completely on scores to predict who will succeed." While the causes of math anxiety are unknown, Ashcroft said people who manage to overcome math anxiety have completely normal math proficiency.

www.EnglishPro.ir

COMPREHENSION CHECK

Generate two questions about this reading for each of the four types of questions using Question–Answer Relationships (QAR). With a partner or in class discussion, share you questions.

www.EnglishPro.ir

APPLICATION 3

Here is a psychology textbook passage that concerns the topic of motivation for achievement. Apply the skills you have developed in this chapter to this textbook passage.

1. Mark the text in its entirety, or mark a subsection of the text as assigned by your instructor.
2. Create notes in the margins.
3. Explain how the cartoon following the excerpt functions to clarify the main point of the passage.

Development of Achievement Motivation

by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy

1 Achievement motivation tends to be learned in early childhood, especially from parents. For example, in one study young boys were given a difficult task at which they were sure to fail. Fathers whose sons scored low on achievement motivation tests often became annoyed as they watched their boys. They discouraged them from continuing, interfered, and even completed the task themselves. A different pattern of behavior appeared among parents of children who scored high on tests of achievement motivation. Those parents tended to encourage the child during difficult tasks, especially new ones; give praise and other rewards for successes; encourage the child to find ways to succeed rather than merely complaining about failure; and prompt the child to go on to the next, more difficult challenges. Other research with adults shows that even the slightest cues that bring a parent to mind can boost people's efforts to achieve a goal.

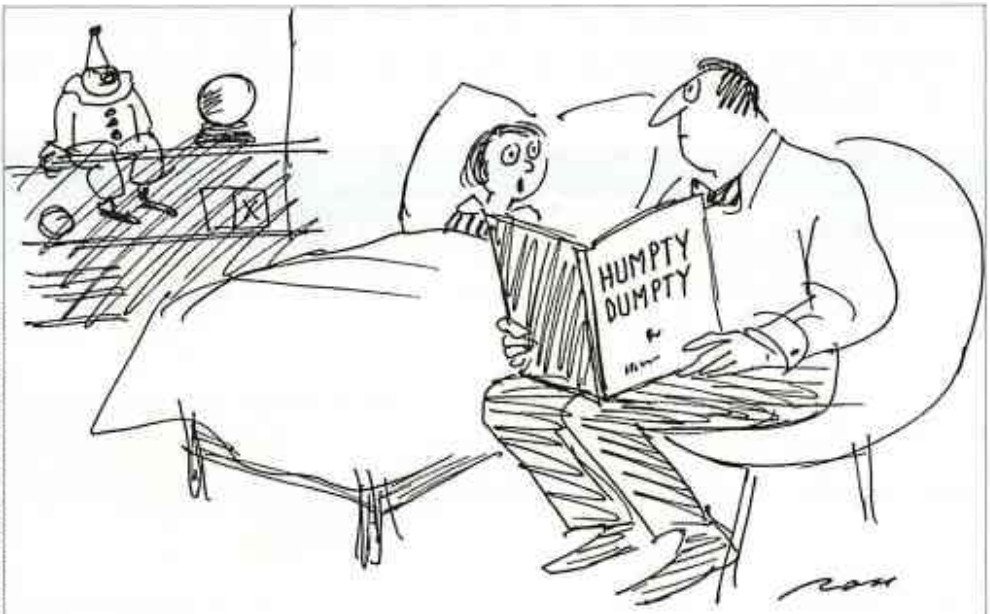
2 More general cultural influences also affect the development of achievement motivation. For example, subtle messages about a culture's view of how achievement occurs often appear in the books children read and the stories they hear. Does the story's main character work hard and overcome obstacles, thus creating expectations of a payoff for persistence?

www.EnglishPro.ir

Is the character a loafer who wins the lottery, suggesting that rewards come randomly, regardless of effort? If the main character succeeds, is it the result of personal initiative, as is typical of stories in individualist cultures? Or is success based on ties to a cooperative and supportive group, as is typical of stories in collectivist cultures? These themes appear to act as blueprints for reaching culturally approved goals. It should not be surprising, then, that ideas about how people achieve differ from culture to culture. In one study, for example, individuals from Saudi Arabia and from the United States were asked to comment on short stories describing people who succeeded at various tasks. Saudis tended to see the people in the stories as having succeeded because of the help they got from others, whereas Americans tended to attribute success to the personal traits of each story's main character. Achievement motivation is also influenced by how much a particular culture values achieve ment. For example, the motivation to excel is likely to be especially strong in cultures in which demanding standards lead students to fear rejection if they fail to attain high grades.

3 It is possible to increase achievement motivation among people whose cultural training did not foster it in childhood. In one study, high school and col lege students with low achievement motivation were helped to develop fantasies about their own success. They imagined setting goals that were difficult, but not impossible. Then they imagined themselves concentrating on breaking a complex problem into small, manageable steps. They fantasized about working hard, failing but not being discouraged, continuing to work, and finally feeling elated at success. Afterward, the students' grades and academic success improved, suggesting an increase in their achievement motivation. In short, achievement motivation is strongly influenced by social and cultural learning experiences, as well as by the beliefs about oneself that these experiences help to create. People who come to believe in their ability to achieve are more likely to do so than those who expect to fail.

www.EnglishPro.ir



"Maybe they didn't try hard enough."

Al Ross/The New Yorker/www.CartoonBank.com

COMPREHENSION CHECK

1 Explain how the cartoon following the excerpt functions to clarify the main point of the passage for readers. _____

2 To what extent do you think effort equates with success? Are there situations where effort does not equate with success? _____

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Question–Answer Relationships	
Critical thinking	
Analyzing	
Evaluating	
Synthesizing	
Text marking	
Underlining	
Annotating	
SOUL method of note taking	

GROUP ACTIVITY: COLLEGE ADMISSIONS

In groups of three or four (or as your instructor assigns), arrive at a consensus of opinion in the following role-play scenario involving the issue of what it takes to be successful in college.

As a team, you and your group are the admissions committee for your small college. There is a limit to how many applicants you can accept per year because funding is low. All students are required to "give back" to the college through some sort of service work.

www.EnglishPro.ir

Consider the following applicants to your college. Only three can be admitted for this upcoming semester. Who will get in? Be prepared to discuss your group's reasons and justify your choices. What do your groups' choices reveal about what you consider important for college success?

Maria
- College degree from Mexico
- Wants to come to the United States to learn the language
- Qualifies for a scholarship
- Majored in biology
- Intends to stay for two years only

Fred
- High school athlete
- Earns average grades
- Works hard for grades
- Limits outside employment to concentrate on sports

Ty
- Tested very high on college aptitude test
- Was in a "gifted" program until halfway through junior high school
- Earned poor but passing high school grades
- Reports he didn't study
- Has high school discipline record Wants to major in music

Keisha
- Works 40 hours per week as nurse's aide
- Earned average ACT/SAT scores Earned high school grade point average of 2.0
- Wants to go into nursing
- Works very hard at school-related tasks
- Is active in high school extracurricular clubs

Ashley
- Is single parent of two small children
- Has been out of school for 6 years
- Left high school in grade 11
- Received a GED (General Education Diploma) after the birth of first child
- Earned grade point average of 3.0 before dropping out
- Earned average ACT/SAT scores
- Wants to get certification in early childhood education

www.EnglishPro.ir

Louisa
- Age 58
- Wants to earn a degree in business
- Wants to open her own restaurant
- Has never attended college
- Works as a waitress full time
- Has grown children, but often must care for grandson

Randolph
- Earned a high school equivalency diploma (GED) at age 24 while incarcerated for breaking and entering
- Has long history of petty crime; attributes this to growing up in a dysfunctional home
- Is described as an "excellent, motivated student" by his instructor in the prison program
- Has decided to go to college to better himself and make a good life for his young son
- Wants to major in computer technology*

*Activity adapted from "Who Stays? A Values-Clarification Exercise," by Dave Ellis, from *Becoming a Master Student*.

REFLECTIVE JOURNAL QUESTIONS

1. What is the main reason you are in college? How do you intend to "beat the odds" by being one who graduates? If your goal is to not graduate with a certificate, a two-year, or a four-year degree, what is?
2. What do you find difficult about marking a text? Do you think text marking is important even if instructors provide handouts or PowerPoint slides? Why or why not?
3. Mark a textbook assignment for another class. How has this activity helped you understand or learn the material more effectively than if you had just read the assignment?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a response to submit to your instructor.

1. What do you believe is the most significant problem in education today? What do you think we need to do to address this problem? Support your answer with specific examples.
2. Recall your own experience and that of your peers in high school. Do you think you were adequately prepared for the demands of college? Give three specific examples to support your claim.
3. What are the qualities needed to succeed in college? Choose three qualities (behaviors or attitudes) that characterize a successful college student. Support your answer with specific examples.

www.EnglishPro.ir

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

Linking Learning to Earning

by Lynn Olson

1 Educating young people to high levels is a moral imperative, but statistics suggest it's also an economic one—for individuals and for society.

2 A college graduate in the United States earns, on average, $23,441 more per year than a high school graduate, and $31,595 more than a high school dropout.

3 College graduates also are more likely than high school graduates to have full-time, year-round employment, and are about 20 percent more likely to be fully employed as those without a high school diploma.

4 Those statistics don't even reflect the cost burdens to states in the form of public assistance, publicly financed health insurance, and increased incarceration rates for those who drop out of high school.

5 A recent study by the Federal Reserve Bank of Cleveland found that one of the biggest factors explaining differences in income across states is the educational attainment of their citizens.

6 Yet, with few exceptions, publicly supported education systems are not well aligned with workforce and economic-development systems at any level of government, according to a report from the New York City-based Workforce Strategy Center. And none of those systems is adequately responsive to the labor market, the center found.

7 A 2006 survey of 431 human-resources officials for the Conference Board, a business-research group based in New York, found that about seven in ten employers deemed the professionalism and work ethic of high school graduates deficient, as well as their critical-thinking and problem-solving skills. Eight in ten found the written communications of recent graduates wanting.

8 Moreover, 28 percent of those surveyed projected that, over the next five years, their companies would reduce the hiring of new entrants with only a high school diploma.

9 "Greater communication and collaboration between the business sector and educators is critical to ensure that young people are prepared to enter the workplace of the 21st century," says Richard E. Cavanagh, the president and chief executive officer of the Conference Board. "Less-than-intense preparation in critical skills can lead to unsuccessful futures for America's youth, as well as a less competitive U. S. workforce."

10 Twenty-one states have defined workforce readiness, according to the policy survey of 50 states and the District of Columbia for *Quality Counts 2007*. Thirty-five states give

(*Continued*)

www.EnglishPro.ir

students the option of earning a standard high school diploma with a concentration or specialization in a career-technical field.

11 Inadequate workforce readiness has implications far beyond states' own borders. "The fact is that a school in Ohio is not competing against a school in Michigan," says James E. Whaley, the president of the Iselin, N.J.-based Siemens Foundation. "It's competing against a school in Shanghai. Companies are looking for the best talent all over the world, and if they find it, they're going to move there."

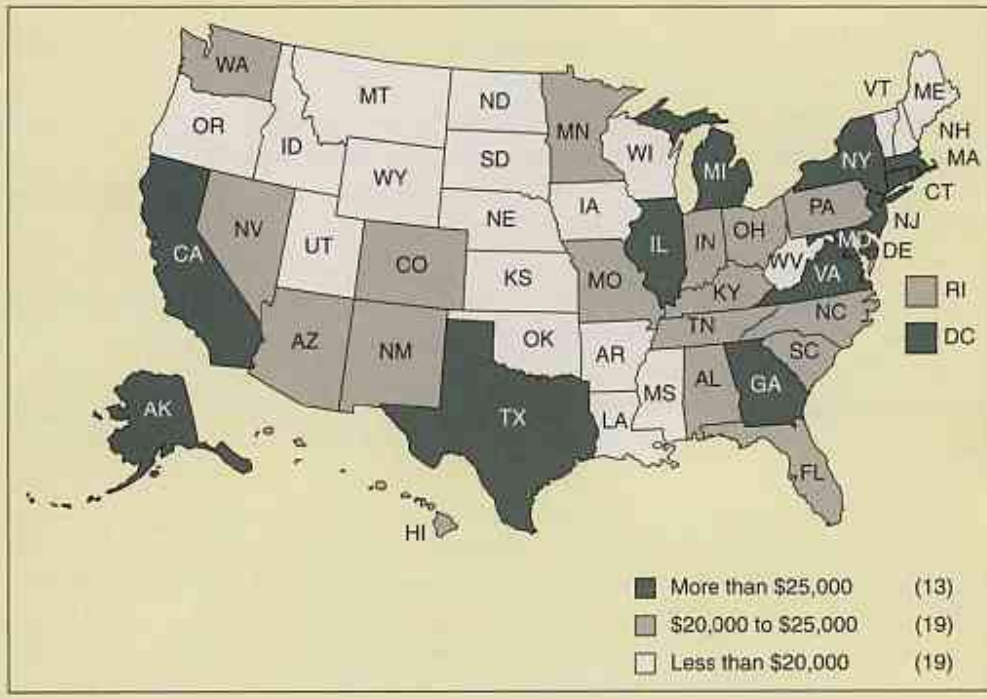
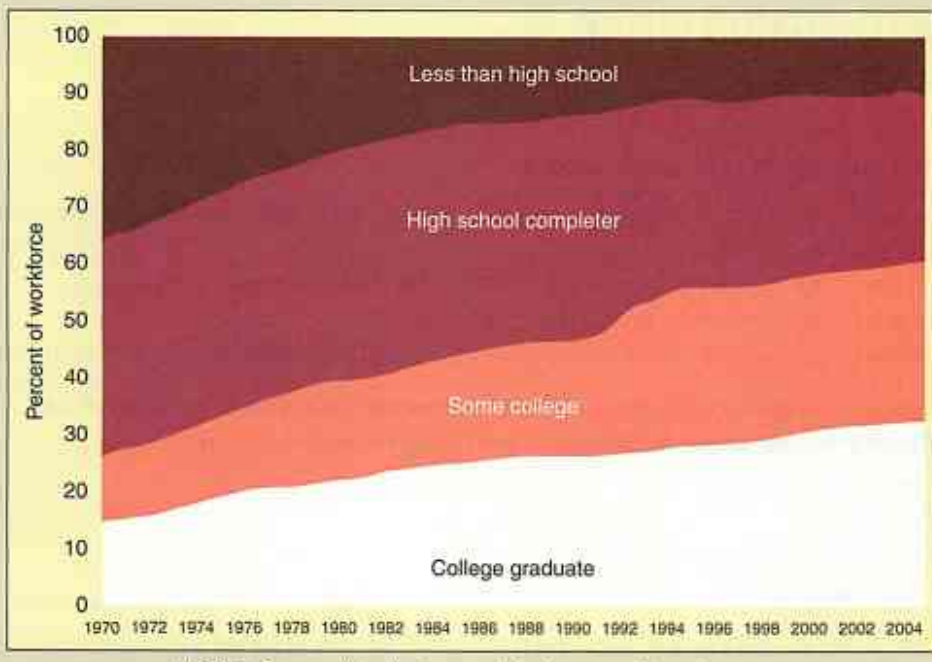


FIGURE 5.3

The College Advantage

Across the nation, adults with bachelor's degrees earn substantially more than those with only a high school diploma. But that earnings advantage varies by state, according to 2005 data from the U. S. Census Bureau. SOURCE: EPE Research Center, 2007

www.EnglishPro.ir



NOTE: "Some college" category includes associates degrees.

FIGURE 5.4

Rising Attainment

Since the early 1970s, the percentage of adults in the workforce who have less than a high school diploma has declined sharply, while the proportion with at least some college has been climbing steadily.

(*Continued*)

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main idea of the article?

A. Educating our youth is not only morally correct, but a distinct economic advantage for society.
B. If you want to make more money, move to the coastal states.
C. Education and income do not seem to be statistically related.
D. Most people would rather have a higher income than a higher amount of education.

2 According to this article, how much more money, on average, per year does a college graduate make in comparison to a high school dropout?

A. $23,441
B. $31,595
C. $23,441 plus $31,595 or $55,036
D. 20 percent more

3 Aside from earning less money, high school dropouts are also a disadvantage to the state because

A. They are more likely to receive public assistance.
B. They are more likely to depend on the state for health insurance.
C. They are more likely to do jail time.
D. All of the above.

4 You can infer from the passage that, according to a 2006 survey of 431 human-resources officials for the Conference Board, fewer businesses intend to hire those who just have a high school diploma in the next 5 years because:

A. U. S. high school graduation rates are falling.
B. U. S. high school graduation rates are on the rise because of the economic necessity for Americans to have this minimum requirement to get jobs.
C. Workers with just a high school diploma are found deficient in professionalism, work ethic, problem-solving and critical thinking skills, and written expression.
D. In the United States, high school graduation does not necessarily lead to good employment.

5 That high school graduates in the United States lack skills necessary for the workforce not only undermines the graduate's future, but that of our national economy.

A. True
B. False

www.EnglishPro.ir

6 **How can the decline in U. S. workers' skills be improved, according to the reading?**

A. The government needs to provide money for everyone to attend college.
B. We need to teach technical skills for workplace readiness in high school.
C. We need to make the educational competencies for jobs lower in the United States.
D. We need to make the educational competencies for jobs higher in the United States.

7 **To the author, the most troubling implication of this decline in skills among U. S. workers is that:**

A. Other countries are surpassing us in skill and U. S. jobs will be outsourced.
B. The majority of other countries fall below us in skills.
C. Our skill rates are increasing, albeit at a slow pace.
D. There is competition between the states for wages.

8 **In Figure 5.3 "The College Advantage" what is the most important point?**

A. New Mexico ranks below other states in income.
B. Coastal states pay more than landlocked states.
C. Vermont is the highest-ranking state for income.
D. While college graduates make more money than high school graduates, the amount widely varies from state to state.

9 **In Figure 5.4, "Rising Attainment," we can infer that:**

A. The United States needs to spend more on education.
B. Colleges can spend less on education because graduates make more.
C. Those without a high school diploma will continue to decrease in numbers as a part of the workforce.
D. The United States needs to equalize jobs between different educational levels.

10 **Go back and look at what you marked as the important points in the article. Then, based on your text marking, which is the best representation of major points of this article?**

A. **Main Idea:** College graduates earn more than high school graduates.
   A. College graduate versus high school graduate
      1. Earns $23,442 more
      2. More likely to have full-time employment

(*Continued*)

www.EnglishPro.ir

B. College graduate versus high school dropout
   1. Earns $31,595 more
   2. 20 percent more likely to be employed
   3. Education
C. Workforce issues and educational system
   1. Not working together
   2. Greater preparation of workplace skills needed
   3. 21 states identified workplace readiness skills
   4. 35 states have workplace skills in high school programs
D. Study: Employers perception of high school graduates
   1. Not professional
   2. Poor work ethic
   3. Lack critical thinking/problem-solving skills
   4. Poor writing
   5. 28 percent said their companies would decrease hiring over 5 years
E. Outcome: To make more money, Americans should get more education.

B. **Main Idea:** As the job market becomes global, there is an economic need to attain higher education not only for the individual, but also for society.
A. College graduate versus high school graduate
   1. Earns $23,442 more
   2. More likely to have full-time employment
B. College graduate versus high school dropout
   1. Earns $31,595 more
   2. 20 percent more likely to be employed
C. Dropouts cause strain on the state
   1. Public assistance
   2. Publicly financed health insurance
   3. Increased incarceration rate
D. State income differential based on educational level attained
E. Workforce issues and educational system
   1. Not working together
   2. Greater preparation of workplace skills needed

www.EnglishPro.ir

3. 21 states identified workplace readiness skills
4. 35 states have workplace skills in high school programs

F. Study: Employers perception of high school graduates
1. Not professional
2. Poor work ethic
3. Lack critical thinking/problem-solving skills
4. Poor writing
5. 28 percent said their companies would decrease hiring over 5 years

G. Outcome: If situation does not improve, American jobs will be outsourced to better skilled workers in other countries.

www.EnglishPro.ir

CHAPTER

6

UNDERSTANDING TEXT NOTE TAKING

WHY DO YOU NEED TO KNOW THIS?

How important is taking good notes in college? Good notes are the foundation of good study skills. Furthermore, effective note taking is the culmination of all you have learned so far. In Chapter 5 you learned about active reading strategies for marking the text. In this chapter, you will expand on your strategies by incorporating note taking from readings to learn. Readings in each college discipline tend to reflect particular patterns of organization. A smart note taker pays attention to this organization to create effective notes, marking key points and representing the author's structure. Repetition is the hallmark of studying—that is how the brain learns information. Learning information *is* repetition—repeating information until you can seamlessly retrieve it from your long-term memory. Because your brain requires organized information to learn, once you learn and incorporate solid note taking methods into your study strategies, you will find immediate improvement in the speed and accuracy of your learning for college classes.

In Chapter 5, you read about the system of education from a domestic and global perspective and how this system affects you. Chapter 6 is about social responsibility. This chapter raises some serious concerns about our world and what each of us can do to improve it. What about others in our community? **How do our actions and decisions affect others in our global community? How do our actions and decisions affect our own success?**

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- Comprehension strategies for different college subjects
- Note-taking strategies for college reading
  - outlining
  - mapping
  - charts
  - double-column notes

STUDY STRATEGIES

- Using specific note-taking strategies
- Techniques for taking objective tests and essay exams

VOCABULARY STRATEGIES

- Learning college vocabulary
- Focusing on key terms

TO UNDERSTAND GRAPHICS

- Reading and understanding diverse graphic formats

JupiterImages/Creatas/Jupiter Images

"THE SALVATION OF MANKIND LIES ONLY IN MAKING EVERYTHING THE CONCERN OF ALL."

ALEXANDER SOLZHENITSYN,
Russian novelist (1918–2008)

CHECK YOUR PRIOR KNOWLEDGE

Jot down what you think about our responsibility to each other, our society, and our world. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Arguments For and Against Social Responsibility

by Ricky W. Griffin

1 On the surface, there seems to be little disagreement about the need for organizations to be socially responsible. In truth, though, those who oppose broad interpretations of social responsibility use several convincing arguments. Some of the more salient arguments on both sides of this contemporary debate are summarized in Figure 6.1 and further explained in the following sections.

Arguments For Social Responsibility

2 People who argue in favor of social responsibility claim that, because organizations create many of the problems that need to be addressed, such as air and water pollution and resource depletion, they should play a major role in solving them. They also argue that, because corporations are legally defined entities with most of the same privileges as private citizens, businesses should not try to avoid their obligations as citizens. Advocates of social responsibility point out that, whereas governmental organizations have stretched their budgets to the limit, many large businesses often have surplus revenues that could be used to help solve social problems. For example, IBM routinely donates surplus computers to schools, and many restaurants give leftover food to homeless shelters.

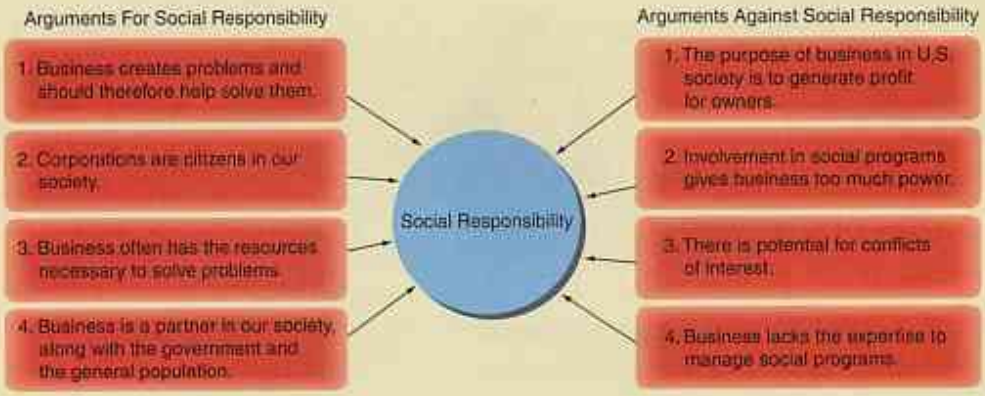


FIGURE 6.1
Arguments for Social Responsibility

www.EnglishPro.ir

Arguments For and Against Social Responsibility

3 While many people want everyone to see social responsibility as a desirable aim, there are in fact several strong arguments that can be used both for and against social responsibility. Hence, organizations and their managers should carefully assess their own values, beliefs, and priorities when deciding which stance and approach to take regarding social responsibility.

4 Although each of the arguments just summarized is a distinct justification for socially responsible behaviors on the part of organizations, another more general reason for social responsibility is profit itself. For example, organizations that make clear and visible contributions to society can achieve an enhanced reputation and garner greater market share for their products. Although claims of socially responsible activities can haunt a company if they are exaggerated or untrue, they can also work to the benefit of both the organization and society if the advertised benefits are true and accurate.

Arguments Against Social Responsibility

5 Some people, however, including the famous economist Milton Friedman, argue that widening the interpretation of social responsibility will undermine the U. S. economy by detracting from the basic mission of business: to earn profits for owners. For example, money that Chevron or General Electric contributes to social causes or charities is money that could otherwise be distributed to owners as a dividend. A few years ago, shareholders of Ben & Jerry's Homemade Holdings expressed outrage when the firm refused to accept a lucrative exporting deal to Japan simply because the Japanese distributor did not have a strong social agenda.

6 Another objection to deepening the social responsibility of businesses points out that corporations already wield enormous power and that their activity in social programs gives them even more power. Still another argument against social responsibility focuses on the potential for conflicts of interest. Suppose, for example, that one manager is in charge of deciding which local social program or charity will receive a large grant from her business. The local civic opera company (a not-for-profit organization that relies on contributions for its existence) might offer her front-row tickets for the upcoming season in exchange for her support. If opera is her favorite form of music, she might be tempted to direct the money toward the local company, when it might actually be needed more in other areas.

7 Finally, critics argue that organizations lack the expertise to understand how to assess and make decisions about worthy social programs. How can a company truly know, they ask, which cause or program is most deserving of its support or how money might best be spent? For example, ExxonMobil makes substantial contributions to help save the Bengal tiger, an endangered species that happens also to serve as the firm's corporate symbol. ExxonMobil gives most of the money to support breeding programs in zoos and to help educate people about the tiger. But conservationists criticize the firm and its activities, arguing that the money might be better spent instead on eliminating poaching, the illegal trade of tiger fur, and the destruction of the tiger's natural habitat.

(Continued)

www.EnglishPro.ir

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main point of this reading?

A. The arguments against businesses adopting a socially responsible agenda are convincing.
B. The arguments for a business adopting a socially responsible agenda are convincing.
C. Most businesses agree that social responsibility is important; however there are convincing arguments in opposition to social responsibility as directives for businesses.
D. Both perspectives for and against social responsibility are reasonable to and agreed upon by the business community.

2 Which of the following is *not* one of the major arguments in favor of social responsibility?

A. Businesses create the problems and should help solve them.
B. Businesses have the resources to solve the problems.
C. Corporations are comprised of citizens, after all.
D. There is a potential for conflicts of interest.

3 Which of the following is *not* one of the major arguments against social responsibility?

A. The purpose of U. S. business is to make profits.
B. It is the job of the government and general population to solve problems.
C. If a business were to be involved in social programs, it would have too much power.
D. There is a potential for conflict of interest.

4 In the following reading, what does the word *salient* mean?

Some of the more **salient** arguments on both sides of this contemporary debate are summarized in Figure 6.1 and further explained in the following sections.

A. Disturbing
B. Historic
C. Confusing
D. Prominent

5 The pattern of organization in this reading is predominantly:

A. Problem/solution
B. Cause and effect
C. Comparison and contrast
D. Sequence or process order

www.EnglishPro.ir

6 **To decide on what perspective to adopt with regard to social responsibility, the author of this reading suggests:**

A. Businesses must assess their own values, beliefs, and priorities when deciding which side of the issue to adopt in business policy.
B. Businesses are morally obligated to help solve the problems to which they contribute.
C. Businesses have no moral obligation to help solve social problems.
D. Businesses should try to please shareholders.

7 **According to the passage, Ben & Jerry's Homemade (an ice cream company) refused to export to Japan because the distributor in Japan did not have a "strong social agenda." According to the reading, what were the results of this decision?**

A. The company was praised by the public.
B. The shareholders were furious because they lost money.
C. Sales declined.
D. The Japanese distributors retaliated, or exacted revenge.

8 **The example of ExxonMobil contributing money to promote education about tigers, an endangered species, was met with criticism from whom?**

A. Those who oppose social responsibility in business.
B. The shareholders in ExxonMobil.
C. Conservationists who probably support social responsibility but who took issue with how the money was spent.
D. The management of ExxonMobil itself.

9 **If you were studying for a test on this material, which is the best outline of this passage, considering the pattern of organization?**

A.

I. Arguments for social responsibility
   a. Businesses need to solve the problems they create.
   b. Corporations are citizens.
   c. Businesses have money.
   d. Businesses have an obligation to help government and citizens.
II. Arguments against social responsibility
   a. Profits are the main focus.
   b. Too much power results from involvement.
   c. Conflicts of interest might arise.
   d. Management's lack of expertise in choosing worthy programs to which to contribute.

(Continued)

www.EnglishPro.ir

B.

I. Causes of business problems with social responsibility
   a. If the purpose of businesses is to create profit, then they need to at least solve the problems they create.
   b. If involvement in social programs gives too much power, then they need to understand that, first and foremost, businesses are citizens.
   c. If there are conflicts of interest, then they need to use financial resources to solve the problems.
   d. If businesses lack expertise in choosing worthy programs to become involved with, they need to partner with government and the general population.

10 If you were studying for a test on this material, which is the best visual representation of notes on this passage, considering the pattern of organization?

A.

Arguments for Social Responsibility	Arguments Against Social Responsibility
• Businesses need to solve the problems they create.	• Profits are the main focus of a business.
• Corporations are citizens.	• Too much power results from involvement.
• Businesses have money.	• Conflicts of interest might arise.
• Businesses have an obligation to help government and citizens.	• Management might lack expertise in selecting worthy programs.

B.

www.EnglishPro.ir

C.

D. Both a and b

STUDY STRATEGIES

Taking Notes in Class and Succeeding on Tests in College

To be a successful college student, you must be able to translate your skills in identifying key points into taking good notes and proving your knowledge on tests. Taking good notes during class is one of the best ways to ensure study success. Successful students not only take notes during a class, but they also rewrite these notes after class and take additional notes from class readings that may or may not be discussed by the instructor. It is well worth your while to take these kinds of notes and even rewrite them because you know that repetition is learning. Because you learn by repeating the processing of information, writing information in the form of notes is study time very well spent.

www.EnglishPro.ir

Double-Column Notes

Despite the attraction of using spiral-bound notebooks for note taking, using loose leaf paper is better because it allows you to insert hand-outs from class or your notes from the readings after or with the notes from your class lectures. So before your classes begin, stock up on loose leaf paper!

To take double-column notes, divide your paper into two columns, using a ruler to mark off one third (1/3) of the page from the left margin. Ignore the red line about one inch from the left of the page (see Figure 6.2).

Now, you have two columns. The column on the left is narrower than the column on the right. The left-hand column should remain blank during active note taking. Later, after you have recorded your notes, go back and write the topic (perhaps in question form) in this left-hand column.

The right-hand column is for your notes. Write on one side of the page only, so you have room to write additional information on the reverse of the page if necessary. This method is effective because it allows you to test yourself. Once you have written the topics in question form in the left-hand column, you can cover up the right-hand column of notes with a spare sheet of paper and test your memory and understanding of the information. Then you can uncover your notes and verify your answers.

A useful tip is to turn the key terms or topics written in the left-hand column into questions. This way, you can easily test your recall by covering the right side of the page. In Figure 6.3, the marginal notations on the left side of the page can be turned into these questions.

- What is the legislative branch?
- What is the executive branch?
- What is the judicial branch?

COURSE	DATE
Key column:	Notes column:
Write key terms here	Write full notes here
1/3 of page	2/3 of page

FIGURE 6.2
Setting Up a Page for Double-Column Notes

www.EnglishPro.ir

POLY SCI 102	9-15-2010
Legislative	Makes laws
	Congress
	Senate
	House of Rep
Execution	Enforces law
	President
	Vice President
	Cabinet
Judicial	Interprets laws
	Supreme Court
	Circuit Court
	District Court

FIGURE 6.3
Double-Column Notes on the Branches of Government

Cornell Notes

Cornell notes are similar to basic double-column notes except you create a section at the bottom of the page where you write a summary of the information on the page (see Figure 6.4). As you know, a summary is a consolidation of the main idea and major supporting points. Look at the example in Figure 6.5.

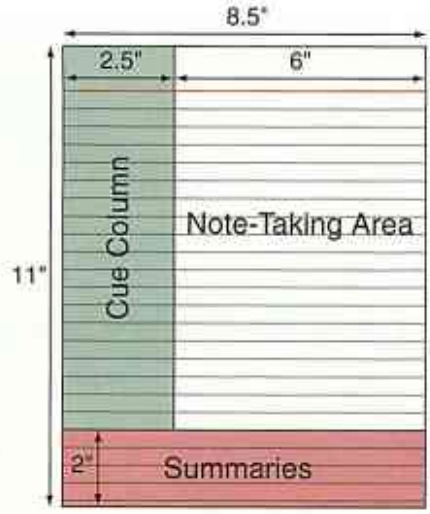


FIGURE 6.4
Setting Up a Page for Cornell Notes

www.EnglishPro.ir

Psychology 101	1-15-2010
What is Community Psychology?	Community psychology—A movement to minimize or prevent psychological disorders through
How are changes made?	1. changes in social systems 2. and through community mental health programs
What is the Community Mental Health Movement?	Community mental health movement: 1. arose during 1960s to make treatment available within communities 2. antipsychotic drugs became available 3. deinstitutionalization process led to community health need a. psychosocial rehabilitation for mentally ill in halfway houses b. community services do not seek to cure but aid in coping

Community psychology is a movement to minimize or prevent psychological disorders through changes in social systems and through community mental health programs. This movement arose during 1960s to make treatment available within communities. As antipsychotic drugs became available, the deinstitutionalization process led to community health needs, such as psychosocial rehabilitation for the mentally ill in halfway houses. These community services do not seek to cure but aid in coping.

FIGURE 6.5
Double-Column Notes for Psychology

QUICK TIPS TAKING GOOD NOTES IN COLLEGE CLASSES

- ☑ Listen actively and with concentration during lectures.
- ☑ Focus on the key points outlined in the lecture.
- ☑ Look for the structure of the lecture by noticing how the lecturer formulates the "title" of the information presented.
- ☑ Write down only main ideas and major supporting details.
- ☑ Write down information that the lecturer or writer emphasizes or repeats.
- ☑ Write down brief examples or page references in case you need to refresh your memory later.
- ☑ Practice formulating your own shorthand versions of common words.

www.EnglishPro.ir

Example: Write the first several letters of a common word, then abbreviate the ending that shows the part of speech: *attent'n* (attention), *eval'n* (evaluation), *speak'g* (speaking), *effect'v* (effective). You can develop your own methods of shorthand or learn some abbreviations from a good source.

- ☑ Write in phrases rather than sentences.
- ☑ Skip several lines after each topic so you can plug in more information later.
- ☑ Write topic-based questions in the left-hand margin and rewrite, highlight, or clarify your notes as soon as possible after taking them to consolidate the information on the page and in your memory.

How to Take Tests in College

Taking successful notes in your courses and using those notes to study will help you to be successful at taking college tests. Being aware of the type of tests that you can encounter will enable you to be better prepared and not get overwhelmed with anxiety, putting all the knowledge you learned from studying your notes to good use.

OBJECTIVE TESTS

Now that you know the process for taking good college-level notes, you can use these notes to perform well on tests. Objective tests are common in college. There are three types of objective tests: multiple choice, true/false, and matching terms with definitions.

QUICK TIPS GENERAL TIPS FOR TAKING OBJECTIVE TESTS

- ☑ Read through the test first.
- ☑ Plan your time and aim to move quickly, skipping (and marking) questions you can't answer easily. You can come back to those after you have done the majority of the work (and solidified the majority of points).
- ☑ Sometimes, the answers to questions you do not know are suggested in other questions later in the test. (For example, in the pre- and post-assessment comprehension check questions in this chapter, notice how questions about text structure are brought up again in question 10.)

www.EnglishPro.ir

MULTIPLE CHOICE TEST QUESTIONS

Multiple choice test questions can be intimidating, but remember that you usually have four answers to choose from (a, b, c, or d). Your first strategy is to eliminate possible answers that you know are incorrect to increase your odds to choosing the right answer. Try rephrasing the questions in your own words, as this may help you eliminate answers that you know are incorrect. Answers that are absolute, such as those that contain the words *always* and *never* are usually incorrect; few things in life are absolute. Usually, an answer contains qualifiers, words such as *sometimes, often,* or *usually*. Also, longer answers are often correct, as it takes longer to explain a difficult concept completely. Similarly, answers with "all of the above" or "none of the above" deserve careful consideration because they are often correct. Remember: If you first eliminate answers that you know are incorrect, you increase your odds of guessing correctly. On an interesting note, students who change their first answer after second-guessing themselves tend to have been correct the first time! It's a good rule of thumb, then, to change your answer only if you are sure the new one is correct. When in doubt, go with your first instinct.

TRUE/FALSE TEST QUESTIONS

Here, of course, you have a 50 percent chance of guessing correctly. There are usually more true than false items. (One reason for this is that instructors may make up tests that concern explaining a key term or concept in the material. It is, frankly, easier to use the true statement than to create a clever statement that is false). If part of a statement is true and the rest is false, the entire answer must be considered false. Again, qualifiers such as *sometimes, often,* or *usually* are often correct, or true.

MATCHING TEST QUESTIONS

Start with the easiest matches and cross them out. Look for other questions that contain the key words that are in the matching question you are struggling with, and use your knowledge of context clues to help you decide. Sometimes there are more possible answers than terms with which they can be matched. Be careful to go with your first instinct. If you can use a term more than once, do not be afraid to do so.

ESSAY EXAMS

Essay exams are often used to elicit your understanding of and opinion about an issue or reading. You will use your knowledge of evaluating a reading in order to write a good essay response. When you write a response to an essay question, make sure your writing is coherent (makes sense) and logical and that all of its parts fit together. It is very important to make an outline of all the key points you wish to make, including your examples as secondary support, *before* you write. A good guideline is to spend at least half as much time *planning* your essay as you do writing it, to consider what you will say and how you will say it. A poorly planned essay usually lacks organization. It is important to recognize the organizational pattern when you read an essay, and equally important to use an organizational pattern when you write an essay. When you have completed drafting your essay, read it over carefully several times. Make any revisions you believe are necessary, and then proofread your work to locate and correct spelling, punctuation, and grammatical errors.

www.EnglishPro.ir

There are three major parts to taking an essay exam: preparing for the exam, taking the exam, and before submitting the exam.

Preparing for the Essay Exam

1. Look over your notes for the class.
2. Refine your own notes on the reading.
3. Anticipate questions that might be asked; look at discussion questions following the readings for ideas on what might be asked.
4. Prepare notes on possible questions and draft or outline your answers.

During the Exam

1. Read the questions carefully before responding.
2. Underline important parts of the questions so you make sure to address each part in your answer.
3. Make a detailed outline of what you are going to say, including all examples.
4. Plan your time carefully according to the point value of the question.
5. Provide at least three supporting points for your analysis or argument.
6. If you are not sure how to structure your essay, turn the question you are answering into a thesis statement by providing your opinion on the topic.

Before Submitting the Exam

1. Read your essay over to make sure the structure is clear, and to catch any mistakes in spelling, punctuation, and grammar.
2. Double check that you have included your name and the question to which you are responding!

TYPES OF ESSAY QUESTIONS

In Chapter 5 you learned about Question-Answer Relationships. This technique—learning how to identify exactly what you are being asked to write about—is helpful in writing essays or even short-answer questions. Most essay questions require that you have a firm grasp of the readings on which the essays are based. In addition, you will need to add your opinion or ideas in interpreting the readings.

Here are ten common words used in formulating essay questions, along with a brief explanation of what you should do in responding to the question. If you understand the question, you will be able to use the appropriate pattern of organization in your response.

1. **Summarize:** Provide main points only.
2. **Outline:** Provide main points only.

www.EnglishPro.ir

3. **Compare/contrast:** What are the similarities and/or differences?
4. **Trace:** What is the sequence of events in time order?
5. **Explain:** Why? State your point and provide explanatory examples or reasons.
6. **Evaluate (or critique):** What are the arguments for or against and what are the strengths and/or weaknesses of each?
7. **Interpret:** What does the idea mean? How does it fit in with other, related information?
8. **Describe:** What are the important characteristics?
9. **Classify:** In what category does the subject belong? Explain why.
10. **Define:** What does the concept or key term mean? Provide examples of the idea.

COLLEGE READING IN THE DISCIPLINES

Not only are tests and note taking more involved and demanding in college, but the reading tasks are harder and more time consuming as well. As you learned in Chapter 5, the demands of college reading far exceed those of high school. The demands of college reading are greater because of the increased awareness needed to understand the following:

- Difficult subject matter in texts in general
- Complexity and density of material
- Vocabulary level
- Complex patterns of organization
- Need for prior (background) knowledge
- Comprehension monitoring

Being aware of your purpose for reading, monitoring your comprehension, and observing an organized study methodology is integral to success. Active reading techniques, such as marking and annotating the text, are vital to a successful study strategy for college students. In order to create good study notes to learn college material, it is helpful to learn what is expected of you in different college disciplines. Here is an overview of the typical demands, by content area, of college level coursework—the majority of which is reading-based! Recall the discussion of critical thinking and reading in the Study Strategies section in Chapter 5; thinking and reading critically calls for comprehension, analysis, synthesis, and evaluation.

www.EnglishPro.ir

TABLE 6.1 VARYING YOUR READING STRATEGIES: THE CHALLENGES OF COLLEGE READING

SUBJECT AREA	READING AND STUDY STRATEGIES	OBJECTIVES/ASSIGNMENTS/TESTS
HUMANITIES Art Literature Music Philosophy Cultural History	• Determine author's (or philosopher's, or artist's) point of view. • Draw logical inferences and conclusions. • Identify objectives for reading and assignments. • Keep track of personal reactions in your notes. • Relate the current work to other works.	• Analyze, evaluate, or interpret information. • Synthesize with other work. • Write, read, and participate in discussions.
SOCIAL SCIENCES Psychology Sociology Anthropology History Government Some medical fields (see also Natural Sciences)	• Learn facts and definitions. • Recognize common patterns (compare/contrast, cause/effect, sequence, definition, etc.). • Compare and contrast theories. • Build new information on concepts already learned. • Distinguish fact from opinion.	• Generate complex answers and questions. • Compare/contrast, analyze, synthesize, and evaluate material.
MATHEMATICS Information Systems Technical fields (see also Sciences)	• Know terms and symbols. • Translate math language into common language. • Identify and compare/contrast new problems. • Look for patterns: classification, process or sequence order, problem/solution.	• Solve problems (application). • Identify strategies for problem solving (comprehension). • Evaluate effectiveness of problem-solving strategies (evaluation). • Compare problem types (analysis, synthesis).

(*Continued*)

www.EnglishPro.ir

SUBJECT AREA	READING AND STUDY STRATEGIES	OBJECTIVES/ASSIGNMENTS/TESTS
NATURAL SCIENCES Biology Astronomy Physical Science Physics Chemistry Some medical fields (see also Social Sciences) Technical fields (see also Mathematics)	• Look for common patterns (sequence or process order/classification/description/cause and effect). • Define terms. • Check comprehension by providing examples or compare and contrast concepts and processes. • Study from sample problems.	• Focus on problem solving and definitions. • Solve problems, classify information, and apply theory to individual case studies. • Compare types of problems: synthesis, analysis. • Describe processes: comprehension.
BUSINESS AND MANAGEMENT	• Learn facts and definitions. • Recognize common patterns (comparison and contrast, cause and effect, sequence or process order, definition, etc.). • Compare and contrast theories. • Build new information on concepts already learned. • Distinguish fact from opinion. • Understand theory as it applies to real-life situations.	• Generate complex answers and questions. • Compare/contrast, analyze, synthesize, and evaluate material. • Solve problems (application) • Identify strategies for problem solving (comprehension). • Evaluate effectiveness of problem-solving strategies (evaluation). • Compare problem types (analysis, synthesis).

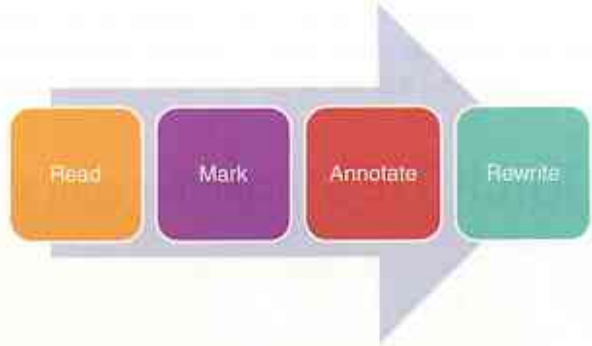
NOTE TAKING FROM READING

There are four steps to learning information in preparation for study.

1. Read the passage, using all the techniques and strategies you have learned so far.
2. Go back and mark the text.
3. Write notes in the margin or on a separate piece of paper based on your marking of the text.
4. Rewrite your marginal notations and organize them further to make study notes.

www.EnglishPro.ir

You know that studying is repetition to enable you to accurately and effectively retrieve new information from your long term memory. Good note taking is an essential part of this learning process.



Effective learning involves a four-step process for note-taking.

You have developed skills in marking and annotating your college texts. Given your awareness of the challenges of college-level reading, the next step is to transcribe, or rewrite, your text marking and annotations into a study format. Remember: The very act of this transcription *is* studying because the more information is repeated, the more you will retain it—and the more accurate will be your retrieval of the information when the time comes to repeat it on a test. In transcribing your notes, you are rehearsing the information, which means encoding the material, storing it in your long-term memory, and then retrieving it. It is this repetitive process that yields higher recall the more it is practiced.

After underlining and annotating, transcribe your main ideas and major and minor details into one of the following formats. All of these formats help you to understand and remember the main ideas and supporting details. You learned and practiced summarizing in Chapter 3, so you understand what to include in a good summary. Unlike summaries, these other formats do not need to be written in full sentences, nor do transition words need to be used. Like summaries, these methods involve recognizing main ideas and major supporting details. However, depending on your note-taking assignment, these methods may also include minor supporting details. Note-taking formats include:

- outlines
- maps
- charts
- double-column notes
- summaries

There are many note-taking systems; the most popular and, in many experts' views, the most effective type of note taking is double-column note taking. Double-column notes are not just for taking notes in class; they are also good for taking notes from reading. This method is particularly effective because it provides a study method within the structure of the notes.

To take good notes from a reading, regardless of the exact form, you need to have all your powers of thinking as well as all your reading strategies on target. Good notes depend on structure, or patterns of organization, topic, main ideas and seeing the relationships between those ideas—in short, everything you have learned in this book so far. Good notes reflect the bones, or skeleton, of the reading or lecture. To take good notes, identify:

a. Who or what the subject or topic is

b. How the author or the speaker is structuring the information—the pattern of organization

c. What the most important point (main idea) about the topic is

d. What ideas serve to support the main idea

www.EnglishPro.ir

Does this sound familiar? It should! Then, mark and annotate. Last, write your notes: A summary, an outline, graphic organizer, chart, or double-column notes. Bear in mind the SOUL acronym from Chapter 5 as you consider this next step of creating notes: Be Selective, Organize, Understand, and Learn.

QUICK TIPS USING THE SOUL METHOD FOR TAKING NOTES

- ✔ The more effort you put into transcribing your notes into one of these formats (summary, outline, graphic organizer, chart, or double-column notes), the more information you will learn and retain.
- ✔ Read actively, using strategies such as turning subheadings into questions, looking for the answers, and underlining, when taking notes from a reading.
- ✔ Make sure you are SELECTIVE about choosing the key points.
- ✔ Make sure you ORGANIZE the key points based on the author's structure.
- ✔ Make sure you UNDERSTAND what you are writing (paraphrase the author's language).
- ✔ Use your study notes to prepare for tests and LEARN the information.

Outlines

Outlines are useful as a means of organizing information and showing the relationship between ideas. Outlines can also help you in your writing in order to present material in a logical format, and define the relationship between major and minor supporting details. The most common type of outline is the **alphanumeric outline** (alpha = alphabet, numeric = numbers). The alphanumeric outline uses both letters of the alphabet (uppercase and lowercase) and numbers (Arabic and Roman numeral).

- Roman numerals (I, II, III, IV, V, VI, etc.)
  - Capitalized letters (A, B, C, etc.)
    - Arabic numerals (1, 2, 3, etc.)
      - Lower case letters (a, b, c, d, etc.)

The basic premise is that the more general a point, the closer it falls to the left of the outline. Similarly, the more detailed or minor a point, the more indented it is toward the right of the page. This structure demonstrates the relationship between topics, main ideas, and major as well as minor details.

I. Topic 1
  A. Main idea 1
    1. Major supporting detail
    2. Major supporting detail
      a. Minor detail
      b. Minor detail

www.EnglishPro.ir

B. Main idea 2
  1. Major supporting detail
    a. Minor detail
    b. Minor detail
II. Topic 2
  A. Main idea 3
    1. Major supporting detail
    2. Major supporting detail

To determine how much information to include in an outline (or any other note-taking method), you need to first be aware of the purpose of the assignment. If the test will cover information from a whole chapter of a college text, do you need to learn main ideas as well as major supporting details? If the test will cover information from a subsection of text or an article, do you need to learn minor details as well as the main ideas and major details?

A **topic outline** is, as it says, an outline of topics. This is a good first step when preparing to take notes on an entire textbook chapter. The topic outline allows you to first create the structure or "skeleton" of the chapter, which allows you to recognize how the information is organized. To create a topic outline, use the title and headings of a reading passage to create an outline of topics to be covered. A topic outline does not include details—only subheadings or topics.

Let's say the topic outline below was one of a textbook chapter on single-parent families. Points I, II, and II are major subheadings (major sections) in the passage. Points A, B, C, etc. are secondary subheadings in each section. Points 1 and 2 are minor details in the whole chapter or subsection, but a main detail in the section of "Possible Relocation," for example.

Issues in the Single-Parent Household

I. Family Problems
  A. Custodial: non-custodial conflicts
  B. Extended family
  C. Adolescent's age
II. Economic Problems
  A. Child support
  B. Women's job training
  C. Lower standard of living
  D. Possible relocation
    1. Poorer neighborhood
    2. New school
III. Peer Problems
  A. Loss of friends
  B. Relationships with dates

Look at the opening information for each of the four textbook chapter applications following each unit in this textbook. Note how the headings are outlined and put into a topic outline format to aid in studying.

www.EnglishPro.ir

Thinking It Through CREATING AN OUTLINE

Here is a passage with details about the topic of the economic hardships of single-parent families. Notice how the text is marked to indicate the main idea (underlined), the major details (numbers), and minor details (letters in lower case). To illustrate the relationship between ideas in an outline, sentences are placed in the appropriate location in the outline. In reality, you would paraphrase the ideas in the original before inserting these ideas into your outline. Here, to show how each sentence can be inserted into an outline format, showing the relationship between ideas, this outline is not paraphrased.

Single-Parent Families: Economics of Single-Parent Family Life

The most profound effect of divorce is economic deprivation for mother-only families. For example, in the United States, the custodial mother's and children's standard of living is reduced by 30 percent on average while the noncustodial father's standard of living increases by 15 percent.[1] The typical pattern for both middle-class and working-class newly divorced mothers in Western societies is to move into inadequate apartments in undesirable neighborhoods due to the scarcity of affordable housing that will accommodate children.[2] The result is that they often leave their social networks and sources of support at the same time that they are forced to enter the labor force or increase their working hours.[a] For single parents the housing/employment issue is one of affordability and geographic proximity and access to jobs that pay a living wage.[b] In addition, teenage mothers face economic adversity with the interruption of their education.[3] As teen mothers move into adulthood they often remain unskilled, unemployed, and unemployable.[a]

Here is an outline of this paragraph. In this case, each sentence in the paragraph is relocated to its proper position in the outline, according to its "rank" as the main idea, a major supporting point or a minor supporting point.

I. Topic: Economics in Single-Parent Families
   A. Main idea: The most profound effect of divorce is economic deprivation for mother-only families.
      1. In the United States, the custodial mother's and children's standard of living is reduced by 30 percent on average while the noncustodial father's standard of living increases by 15 percent.
      2. The typical pattern for both middle-class and working-class newly divorced mothers in Western societies is to move into inadequate apartments in undesirable neighborhoods due to the scarcity of affordable housing that will accommodate children.
         a. The result is that they often leave their social networks and sources of support at the same time that they are forced to enter the labor force or increase their working hours.
         b. For single parents the housing/employment issue is one of affordability and geographic proximity and access to jobs that pay a living wage.
      3. Teenage mothers face economic adversity with the interruption of their education.
         a. As teen mothers move into adulthood they often remain unskilled, unemployed, and unemployable.

www.EnglishPro.ir

On Your Own CREATING AN OUTLINE

Create an outline of the following paragraph from "Single-Parent Families: Economics of Single-Parent Family Life." First, mark the text. Next, fill in the outline template with the appropriate information from the paragraph.

Around the world women make up the majority (70 percent) of the 1.3 billion people who live in poverty. The United Nations Commission on the Status of Women (1996) estimates that women constitute almost 60 percent of the world's population, perform two-thirds of all working hours, receive only one-tenth of the world's income, and own less than 1 percent of the world's wealth. The poverty of families headed by women can be attributed to the fact that women's roles are primarily domestic (mother, homemaker), undervalued, and unpaid. In addition, when women work for wages they make significantly less than their male counterparts. Even full-time employment does not guarantee financial security, given the structure of the labor force, the lower wages paid in female-dominated occupations, and the lower human capital investment of single mothers (education, training, and work experience). However, even when controlling for education and work place experience, women earn less than men, a global pattern that holds true across all racial and ethnic groups throughout the occupations. In the developed world, the United States and Canada have the highest wage gap (75 percent) and the Scandinavian countries have the lowest (80 percent to 94 percent).

I. Topic: _____

_____

A. Main idea: _____

_____

1. Major supporting detail: _____

_____

_____

_____

a. Minor supporting detail: _____

_____

_____

_____

2. Major supporting detail: _____

_____

_____

_____

(Continued)

www.EnglishPro.ir

a. Minor supporting detail: _____

_____

_____

_____

3. Major supporting detail: _____

_____

_____

_____

a. Minor supporting detail: _____

_____

_____

_____

On Your Own CREATING A TOPIC OUTLINE

Choose either a chapter from this textbook or from a textbook you are using for another course. Prepare a topic outline of the chapter. Remember: A topic outline is an outline of headings only. Determine the relative importance of a heading by considering the size of the print as well as the boldness of the print. Larger headings are arranged toward the left of the page and smaller headings are indented to the right of the page.

Once you can create a topic outline, you would need to fill in the main ideas and major and minor supporting details from the reading to make an outline of important points. Follow the same alphanumeric structure to indicate the relative importance of points: topics are placed toward the left of the page, main ideas are indented, followed by further indentation of major supporting details and indented further, minor supporting details.

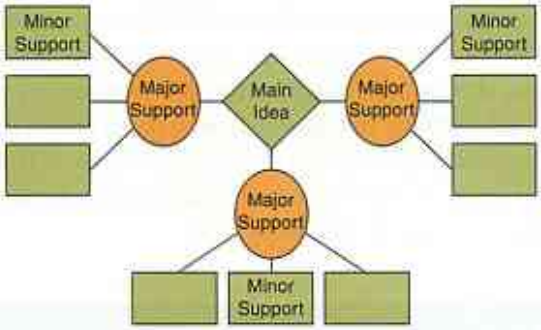
Graphic Organizers: Webs, Clusters, Maps

The purpose of this type of note taking is the same as that of an outline: to show the relationships between ideas. As you can see from the header, there are many types of graphic organizers. What you call a graphic organizer depends on the subject in which it is used. For example, in English or writing classes, the term *cluster diagram* is commonly used as a prewriting technique. Like an outline, each of these methods of organizing ideas relies on depicting the relationships between ideas in a reading passage, so the important point to remember here is that the structure of your graphic reflects the pattern of organization. Graphic organizers come in a variety of formats to suit the structural pattern of the text from which you are note taking. First, decide on the pattern of organization, then determine which type of visual would best suit the structure of the information. Notice how each of these visuals suggests a pattern of organization.

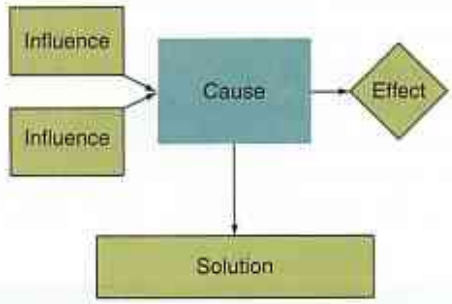
www.EnglishPro.ir

Types of Graphic Organizers

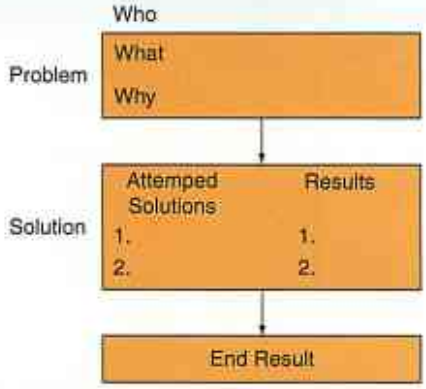
Descriptive or Thematic Map



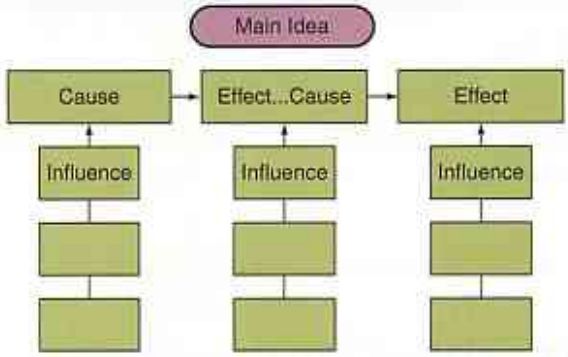
Problem and Solution Map



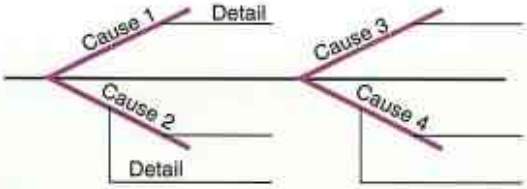
Problem-Solution Outline



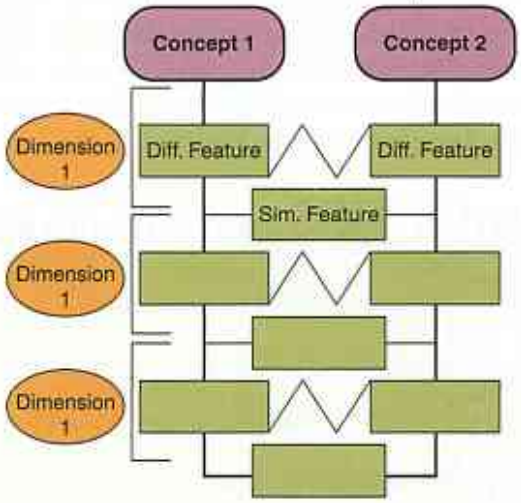
Sequential Episodic Map



Fishbone Map



Comparative and Contrastive Map



www.EnglishPro.ir

Charts

Charts and tables are useful to represent text that has a two-part structure, like compare or contrast, cause and effect, or problem and solution patterns. Charts also work well for a sequential pattern because they usually are arranged in columns and rows that allow the reader to see the similarities or differences side-by-side, or the causes that lead to the effects, or problems that lead to solutions, or steps in a process. However, charts can be made for other patterns of organization, too. A chart is the same as a table, like those you encountered in the Understanding Graphics section of Chapter 5. Here is an example of a simple chart that can be effective for study. Notice how the major details would be written in the appropriate box—causes, immediate effects, or long-term effects.

ECONOMIC CAUSES AND EFFECT OF WORLD WAR II—BRITAIN AND GERMANY		
CAUSES OF WW II	IMMEDIATE EFFECTS	LONG-TERM EFFECTS
Britain		
Germany		

Double-Column Notes

Double-column notes are an excellent note-taking method for reading as well as for taking class notes. You use the same format for note taking from readings as that for lecture or class note taking in the Study Strategies section of this chapter on page 403. Additionally, you can use the left-hand margin to write the topic related to the information, or, as you would while previewing or text marking and annotating, you can write a question in the left-hand margin that can be used as a memory prompt to help in studying.

QUICK TIPS NOTE-TAKING METHODS

- ✓ Present your material in a logical form.
- ✓ Show the relationships between ideas in writing.
- ✓ Follow the organization of the writing.
- ✓ Reflect main ideas, supporting details, and pattern of organization.

www.EnglishPro.ir

Thinking It Through TAKING NOTES FROM A READING

First mark the text, then annotate in the margins. Next, compare your text marking and annotations with the four methods of representing information: outline, chart, double-column notes, and graphic organizer. What you have written in the margin should be the same information as in all of the note-taking methods because marking and annotating text pulls the same information as any of the types of note-taking. Remember: All note-taking formats represent main ideas and major details.

Community Psychology: From Treatment to Prevention

by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy

1 It has long been argued that even if psychologists knew exactly how to treat every psychological problem, there would never be enough mental health professionals to help everyone who needs them. This view fostered the rise of **community psychology**, a movement that aims both to treat troubled people in their home communities and to promote social and environmental changes that can minimize or prevent psychological disorders.

Community psychology: A movement to minimize or prevent psychological disorders through changes in social systems and through community mental health programs.

2 One aspect of community psychology, the community mental health movement, arose during the 1960s as an attempt to make treatment available to people in their own communities. As antipsychotic drugs became available, and as concern grew that patients were not improving—and might be getting worse—after years of confinement in mental hospitals, thousands of these patients were released. The plan was that they would receive drugs and other mental health services in newly funded community mental health centers. This deinstitutionalization process did spare patients the boredom and isolation of the hospital environment, but the mental health services available in the community never matched the need for them. Some former hospital patients and many people whose disorders might once have sent them to mental hospitals are now living in halfway houses and other community-based facilities where they receive psychosocial rehabilitation. These community support services are not designed to "cure" them but to help them cope with their problems and develop the social and occupational skills necessary for semi-independent living. All too many others with severe psychological disorders are to be found enduring the dangers of homelessness on city streets or of confinement in jails and prisons.

(Continued)

www.EnglishPro.ir

3 Community psychology also attempts to prevent psychological disorders by addressing unemployment, poverty, overcrowded substandard housing, and other stressful social problems that may underlie some disorders. Less ambitious, but perhaps even more significant, are efforts to detect psychological problems in their earliest stages and keep them from becoming worse as well as to minimize the long-term effects of psychological disorders and prevent their recurrence. Examples include prevention of depression and suicide programs, including Project Head Start, that help preschoolers whose backgrounds hurt their chances of doing well in school and put them at risk for delinquency; identification of children who are at risk for disorder or delinquency because of aggressiveness, parental divorce, or being rejected or victimized at school; interventions to head off anxiety disorders or schizophrenia in children and adults; and programs designed to prevent drug abuse and promote health consciousness in ethnic minority communities.

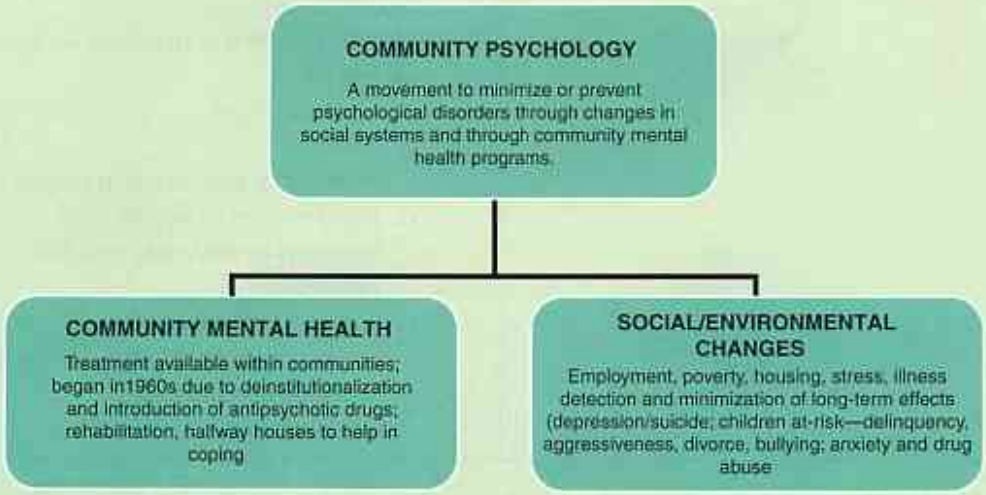
1. **Outline Example.** In this outline, the main points of the reading are listed from general to specific. Roman numeral topics are followed by alphabetized main points. Enumerated major supporting points are indented as well as alphabetized minor details to show the relationships between ideas as they become more and more specific.

I. Community Psychology
   A. Movement that aims to treat troubled people in their home communities
   B. Also aims to promote social and environmental changes that can minimize or prevent psychological disorders
II. Community Mental Health Movement
   A. Arose during 1960s to make treatment available within communities
   B. Antipsychotic drugs became available
   C. Deinstitutionalization process led to community health need
      1. Psychosocial rehabilitation for mentally ill in halfway houses
      2. Community services do not seek to cure but aid in coping
III. Community psychology attempts to prevent psychological disorders through changes in social and environmental influence
   A. Employment
   B. Poverty
   C. Overcrowded housing
   D. Other stressful social problems
   E. Detection of psychological problems in early stages
   F. Minimize long-term effects of mental illness and prevent recurrence
      1. Prevention of depression and suicide
      2. Programs—Project Head Start (at-risk children)

www.EnglishPro.ir

3. Identify children at risk for disorder or delinquency
   a. Aggressiveness
   b. Divorce
   c. Rejected or victimized at school
   d. Interventions to stop anxiety disorders or schizophrenia from progressing
   e. Programs to prevent drug abuse and promote health consciousness in ethnic and minority communities

2. **Graphic Organizer (Web, Cluster, Map) Example.** In this example, the overall definition is put at the top of the web. Branching off the definition are the two parts of the discussion: the history of community mental health and the social/environmental changes the community psychology movement hopes to promote.



3. **Chart Example.** In this example, the definition and goal of the community mental health movement are put at the top of the chart. Below these headings are sections about the history of the movement and the action plan to realize the goal of the movement.

Definition	**Goals**
Community psychology is a movement to minimize or prevent psychological disorders through changes in social systems and through community mental health programs.	A. Promotion of social and environmental changes to minimize/prevent psychological disorders B. Treatment for troubled people in their home communities

(Continued)

www.EnglishPro.ir

Background	Action Plan to Promote Change
Community mental health movement: A. Arose during 1960s to make treatment available within communities B. Antipsychotic drugs became available C. Deinstitutionalization process led to community health need 1. Psychosocial rehabilitation for mentally ill in halfway houses 2. Community services do not seek to cure but aid in coping	A. Employment B. Poverty C. Overcrowded housing D. Other stressful social problems E. Detection of psychological problems in early stages F. Minimize long-term effects of mental illness and prevent recurrence 1. Prevention of depression and suicide 2. Programs—Project Head Start (for at-risk children) 3. Identify children at risk for disorder or delinquency a. Aggressiveness b. Divorce c. Rejected or victimized at school d. Interventions to stop anxiety disorders or schizophrenia from progressing e. Programs to prevent drug abuse and promote health consciousness in ethnic and minority communities

4. **Double-Column Notes Example.** In this example, the key points of the reading are preceded by question prompts to aid in studying and learning the new information.

What is community psychology?	**community psychology:** A community-based movement to minimize or prevent psychological disorders
How are changes made?	Through changes in social systems and through community mental health programs

www.EnglishPro.ir

What is the Community Mental Health Movement?
 	
How do community mental health programs promote social and environmental changes to help people?
	Community Mental Health Movement:
	• Arose during 1960s to make treatment available within communities
	• Antipsychotic drugs became available
	• Deinstitutionalization process led to community health need
	  • Psychosocial rehabilitation for mentally ill in half-way houses
	  • Community services do not seek to cure but aid in coping
	  • Employment
	  • Poverty
	  • Overcrowded housing
	  • Detection of psychological problems in early stages
	  • Minimize long-term effects of mental illness and prevent recurrence

In what ways are long-term effects of mental health issues addressed?	• Prevention of depression and suicide
	• Programs—Project Head Start (at-risk children)
	• Identify children at risk for disorder or delinquency
	  • Aggressiveness
	  • Divorce
	  • Rejected or victimized at school
	  • Interventions to stop anxiety disorders or schizophrenia from progressing
	  • Programs to prevent drug abuse and promote health consciousness in ethnic and minority communities

On Your Own TAKING NOTES FROM A READING

Here is an article about the psychological effects of a natural disaster—a hurricane. The article comes from the American Psychological Association and discusses how to cope with trauma. Mark the text and annotate in the margins. Then, choose one (or all) of the methods of representing text in a note-taking system and complete your notes based on your text marking and annotating. Afterwards, compare your work with that of a classmate to strengthen your skills.

(Continued)

www.EnglishPro.ir

Managing Traumatic Stress: After the Hurricanes

1 The effects of the recent hurricanes will be long-lasting and the resulting trauma can reverberate even with those not directly affected by the disaster.

2 It is common for people who have experienced traumatic situations to have very strong emotional reactions. Understanding normal responses to these abnormal events can aid you in coping effectively with your feelings, thoughts, and behaviors, and help you along the path to recovery.

How Should I Help Myself and My Family?

3 Many people already possess the skills of resilience and will bounce back on their own, given time. There also are a number of steps you can take to help restore emotional well being and a sense of control following a natural disaster, including the following:

- Give yourself time to heal. Anticipate that this will be a difficult time in your life. Allow yourself to mourn the losses you have experienced. Try to be patient with changes in your emotional state.
- Ask for support from people who care about you and who will listen and empathize with your situation. But keep in mind that your typical support system may be weakened if those who are close to you also have experienced or witnessed the trauma.
- Communicate your experience in whatever ways feel comfortable to you, such as by talking with family or close friends, or keeping a diary.

www.EnglishPro.ir

- Find out about local support groups that often are available, such as for those who have suffered from natural disasters. These can be especially helpful for people with limited personal support systems.
- Try to find groups led by appropriately trained and experienced professionals such as psychologists. Group discussion can help people realize that other individuals in the same circumstances often have similar reactions and emotions.
- Try to find groups led by appropriately trained and experienced professionals such as psychologists. Group discussion can help people realize that other individuals in the same circumstances often have similar reactions and emotions.
- Engage in healthy behaviors to enhance your ability to cope with excessive stress. Eat well-balanced meals and get plenty of rest. If you experience ongoing difficulties with sleep, you may be able to find some relief through relaxation techniques. Avoid alcohol and drugs.
- Establish or reestablish routines such as eating meals at regular times and following an exercise program. This can be especially important when the normal routines of daily life are disrupted. Even if you are in a shelter and unable to return home, establish routines that can bring comfort. Take some time off from the demands of daily life by pursuing hobbies or other enjoyable activities.
- Help those you can. Helping others, even during your own time of distress, can give you a sense of control and can make you feel better about yourself.
- Avoid major life decisions such as switching careers or jobs if possible because these activities tend to be highly stressful.

(Continued)

www.EnglishPro.ir

When Should I Seek Professional Help?

4 Many people are able to cope effectively with the emotional and physical demands brought about by a natural disaster by using their own support systems. It is not unusual, however, to find that serious problems persist and continue to interfere with daily living. For example, some may feel overwhelming nervousness or lingering sadness that adversely affects job performance and interpersonal relationships.

5 Individuals with prolonged reactions that disrupt their daily functioning should consult with a trained and experienced mental health professional. Psychologists and other appropriate mental health providers help educate people about common responses to extreme stress. These professionals work with individuals affected by trauma to help them find constructive ways of dealing with the emotional impact.

6 With children, continual and aggressive emotional outbursts, serious problems at school, preoccupation with the traumatic event, continued and extreme withdrawal, and other signs of intense anxiety or emotional difficulties all point to the need for professional assistance. A qualified mental health professional such as a psychologist can help such children and their parents understand and deal with thoughts, feelings and behaviors that result from trauma.

www.EnglishPro.ir

VOCABULARY STRATEGY

Studying Vocabulary

The demands of college reading require comprehension of the material, above all. However, memorization does play a role in solidifying concepts for study. There are several strategies for learning the key terms or definitions that are frequently found in textbook passages. To be a successful student, you need to review these key terms as part of your spaced practice study strategy.

The best way to increase your vocabulary is to read a lot. Circle or write down new words that you encounter in both your academic and leisure reading. Look up these words in the dictionary later. Use the new words you encounter as frequently as you can in your speaking and writing to absorb them into your daily vocabulary. Previous vocabulary strategy sections in this text discussed unlocking the meaning of new words by using context clues and word parts (prefixes, roots, and suffixes). The dictionary is another outstanding tool. Every college student should purchase a good dictionary and use it with regularity. However, using a dictionary disrupts your concentration when you are trying to focus on and read text for college classes. Also, dictionaries, unless specialized to a certain field, can fall short when you are trying to learn key terms in a specific discipline. For example, if you look up "Bystander Effect" in a typical college dictionary, you will not find it listed. If you do a search on the Internet for this term, you will find it has a specific meaning in sociology as well as a specific meaning in biological science. It is essential that the meanings of key terms be learned as they relate to what you are studying.

Textbook Glossaries

To ensure that you understand a key term or definition, make use of the textbook's glossary. Textbooks have many learning aids, from chapter outlines at the front of each chapter to chapter summaries and comprehension questions at the end of each chapter. These text aids are there to be used; when employed as intended, they will increase your comprehension of the material. One often overlooked and underused text aid in your college books is the glossary. A glossary is a list of all key terms and important concepts in the textbook. Glossary terms are often put in boldface in the margins of the chapters. These terms are given such special attention because they are important! If you use your textbook's glossary, you will be certain to have the correct definition for the term within that specific subject.

Learning Key Terms

Just like any learning, vocabulary and key terms must be reviewed repeatedly to be processed into your long-term memory. The Wrapping It Up exercise at the end of each of the chapters in this textbook provides one simple way to learn key terms. It is best to set aside a specific period of time each day to study vocabulary and key terms for each of your courses. Set a goal for how many words you would like to learn each study period. Fifteen minutes is a good amount of time each day for vocabulary review.

www.EnglishPro.ir

Study vocabulary key terms in clusters. At the end of a few days, spend the fifteen minutes going over the entire list of new words or key terms.

In order for you to review them effectively, you must keep the list of words you have targeted to learn in one place. You cannot be flipping through your notes to find highlighted or circled words. At first, you may feel that writing out all the key terms and definitions is time consuming. However, writing out all the key terms and definitions is *not* a waste of time because the act of writing these notes *is* learning; repetition by writing is an active form of learning.

METHOD 1: DEDICATED NOTEBOOK FOR VOCABULARY

One way to list and learn vocabulary is to use a notebook specifically for this purpose. Use a smaller notebook, so you can carry it with you to review whenever you have even a small chunk of time.

Much as you do when you set up double-column notes, draw a line one-third of the way from the left-hand side of the page. In this column, write the vocabulary word or key term. Write the definition of the word or explanation of the concept or key term on the right-hand side of the page. Cover the right-hand side to test yourself on your recall of the word or term's meaning.

METHOD 2: VOCABULARY CARDS

Index cards or flash cards are an effective tool to use for learning new general vocabulary as well as key terms. Because they are portable and can be secured with a rubber band, index cards can be carried with you for a quick review between classes, on public transportation, during breaks at work, and even when standing in line at the store! Keep your cards arranged in alphabetical order so a term or word can be found easily. You should be systematic about reviewing each word in the deck at least every couple of weeks, and more frequently as the test nears. Once a test has passed, keep your cards for review for the cumulative (final) exam. It is a morale booster to keep your vocabulary cards so you can admire the growing pile as you proceed from semester to semester. Remember, too, that college classes are cumulative in terms of content and skill development, so the key terms you learn for biology as a first-year student you will be expected to know for subsequent classes.

On one side of the index card (the blank side), write the key term or word. On the reverse (lined) side, write the definition of the key term with an example. If the targeted item is a single word, write its definition on the lined side along with a sentence using the word that provides enough context to clearly point to the word's meaning. Some students also find that simple drawings or diagrams are helpful in solidifying definitions as they learn. Test yourself by trying to repeat the definition; then look at the reverse of the card to verify your answer. See Figure 6.6 for an example.

Definition **Crisis**

An event or series of events that represents a critical threat to the health, safety, security, or well being of a community or other large group of people, usually over a wide area. Armed conflicts, epidemics, famine, natural disasters, environmental emergencies, and other major harmful events may involve or lead to a humanitarian crisis.

www.EnglishPro.ir

FRONT OF INDEX CARD	BACK OF INDEX CARD
Crisis	• Critical threat to (a) health, (b) safety, (c) security of large group • armed conflicts, epidemics, famine, natural disasters, environmental emergencies • "humanitarian" crisis

FIGURE 6.6
Vocabulary Card Example

Index cards come in several colors. Try choosing a specific color for each subject you are learning and alternate these decks for study. For example, white index cards can be for biology, pink for psychology, green for history, and so on.

On Your Own CREATE VOCABULARY CARDS

Complete vocabulary concept cards for each of the terms and their definitions below.

1. **Disaster:** (1) A serious disruption of the functioning of a community or a society causing widespread human, material, economic, or environmental losses that exceed the ability of the affected community or society to cope using its own resources. A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability, and insufficient capacity or measures to reduce the potential negative consequences of risk. (2) Any occurrence that causes damage, ecological disruption, loss of human life or deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community or area.

FRONT OF INDEX CARD

BACK OF INDEX CARD

(Continued)

www.EnglishPro.ir

2. **Emergency:** A sudden occurrence demanding immediate action that may be due to epidemics, to natural or technological catastrophes, to strife, or to other manmade causes.

FRONT OF INDEX CARD

BACK OF INDEX CARD

3. **Hazard:** Any phenomenon that has the potential to cause disruption or damage to people and their environment.

FRONT OF INDEX CARD

BACK OF INDEX CARD

4. **Risk:** The probability of harmful consequences or expected losses (deaths, injuries, property, livelihood, economic activity disrupted, or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerabilities.

FRONT OF INDEX CARD

BACK OF INDEX CARD

www.EnglishPro.ir

5. **Vulnerability:** (1) The conditions determined by physical, social, economic, and environmental factors or processes that increase the susceptibility of a community to the impact of hazards. (2) The degree to which a population or an individual is unable to anticipate, cope with, resist, and recover from the impact of a disaster.

FRONT OF INDEX CARD

BACK OF INDEX CARD

UNDERSTANDING GRAPHICS

Reading and Understanding Diverse Graphic Formats

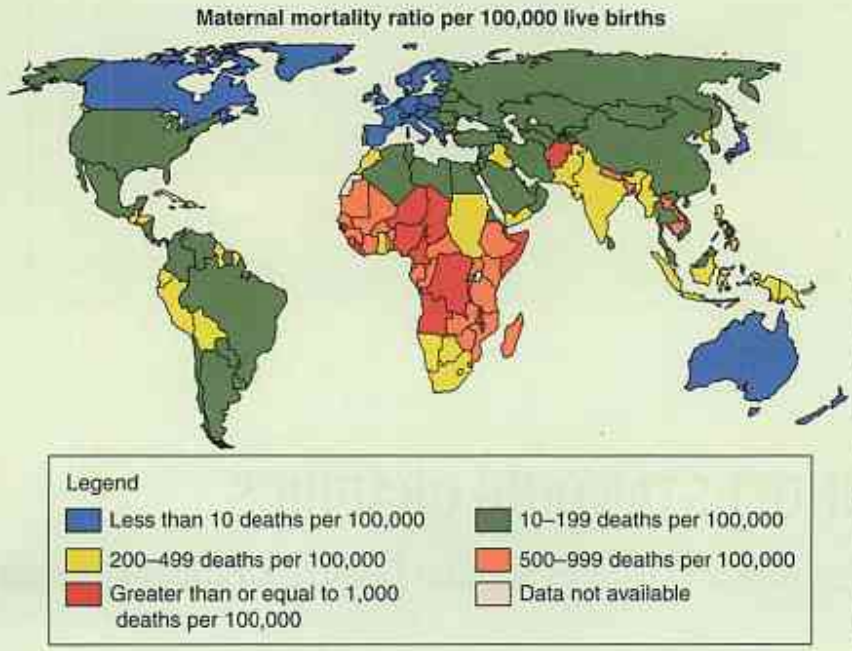
So far in this text, we have focused on a number of different graphics, from straightforward to complex. As you learned, there are a number of graphic organizers that can be used to help you study. Here are some very different graphic formats that illustrate concepts from areas of social concern, such as the field of global health and ecology. These formats are more unusual than the more common graphic styles you have encountered so far in this textbook. Just as authors are deliberate in choosing how to convey their intended meaning and purpose in writing by using a certain pattern of organization and illustrating their main idea with effective supporting points, they are also deliberate in choosing the type of graphic that conveys their point most effectively. You know that certain graphic structures lend themselves to certain organizational patterns. The same is true here. Why has the information been depicted in these specific ways? How do these graphics effectively convey the material?

www.EnglishPro.ir

On Your Own READING AND UNDERSTANDING DIVERSE GRAPHIC FORMATS

Discuss with a partner or small group the overall point and implications (reasonable conclusions) of each of the following graphics, based on the critical thinking questions provided.

FIGURE 6.7
Women's Deaths from Childbirth, Worldwide



A new estimate shows that close to half a million women died of maternal causes in 2005. About 99% of these deaths occurred in developing countries. Despite the global commitment to reduce the maternal mortality ratio by 5.5%, the current rate of decline is less than 0.4% per annum.

1. What are "maternal causes"? _____

2. Where is the United States in relation to neighboring countries with regard to deaths occurring as a result of childbirth? _____

3. What might account for the difference in rates of death from childbirth among the United States, Canada, Japan, Australia, and Western Europe? _____

www.EnglishPro.ir

TABLE 6.2 TOP FIVE COUNTRIES FOR LONGEVITY; BOTTOM FIVE W. H. O MEMBER COUNTRIES WITH THE LOWEST AGE-STANDARDIZED DEATH RATES FROM ALL CAUSES

BOTH SEXES			
COUNTRY	TOTAL NUMBER OF DEATHS	DEATH RATE PER 100,000	AGE STANDARDIZED DEATH RATE PER 100,000
Andorra	561	811	422
France	499,040	833	442
Japan	973,150	763	364
Monaco	261	766	391
San Marino	260	951	421
Switzerland	60,919	849	414

4. In the table above, notice the countries listed for the lowest death rates. Why is the United States is not included? _____

5. What do you infer is meant in the fourth column by the phrase "age standardized death rate per 100,000"? (Keep in mind these are the five countries in the world with the *lowest* death rate—that means, people have the longest lifespan in these countries.) _____

(Continued)

www.EnglishPro.ir

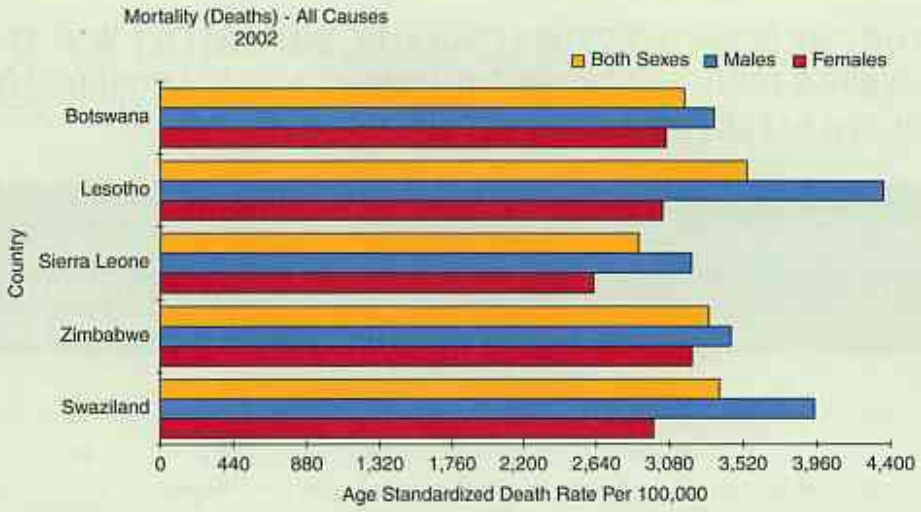


FIGURE 6.8

Bottom Five Countries for Longevity; Top Five WHO Member Countries with the Highest Age-Standardized Death Rates from All Causes

6. In which continent are those countries where people have the shortest lifespan? _____

_____

7. What might account for such a high death rate in these five countries? _____

_____

_____

8. Who lives longer, women or men? In which countries is this gender discrepancy greatest?

_____

_____

_____

Reprint of illustration that originally appeared in Seed Magazine, Volume 2, Issue 4, April/May 2006. Included here by permission.

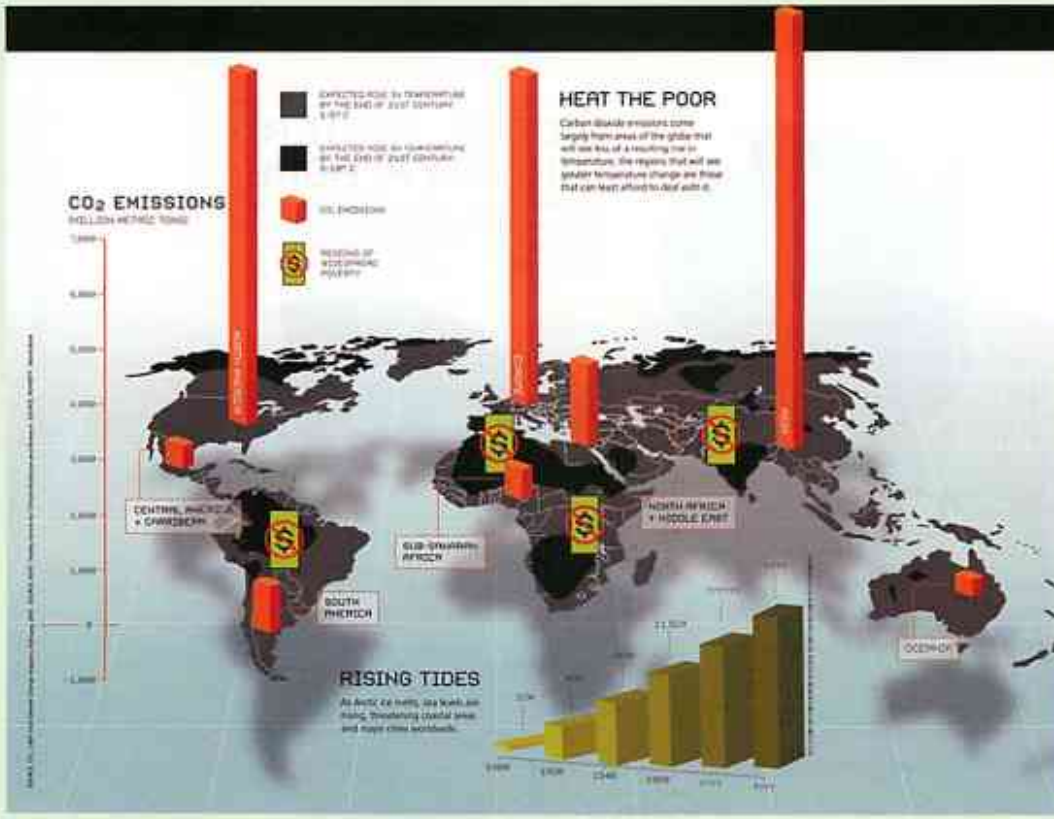
FIGURE 6.9

Safe Water

www.EnglishPro.ir

9. What do the blue water droplets represent as compared with the grey droplets? ____

10. What is the significant difference between the information about the year 2000 versus 2015?



Reprint of illustration that originally appeared in Seed Magazine, Volume 2, Issue 4, April/May 2006. Included here by permission.

FIGURE 6.10
CO_2 Emmisions

11. In the green bar graph in the bottom right of the map, what might the CM (as in 1CM, 3CM, and so on) mean? ____

12. Why do the grey-colored countries produce the most CO_2? ____

13. What countries are expected to rise in their temperature by 5 to 10 centimeters by the end of the twenty-first century? ____

www.EnglishPro.ir

14. What is the relationship between regions that will experience a rise in temperature and those countries that are the regions of widespread poverty? _____

15. Which continents contribute the most CO_2 emissions? _____

Reprint of illustration that originally appeared in Seed Magazine, Volume 2, Issue 4, April/May 2006, included here by permission.

FIGURE 6.11
Tropical Cyclones

16. What is the connection between sea-surface temperatures (SSTs) and the incidence of storms? _____

17. Between 1990 and 2004, in what region have the majority of Category 4–5 hurricanes occurred? _____

www.EnglishPro.ir

Applications

APPLICATION 1

Here is a report on a study concerning the recent, lower teen birth rate in the United States. Such a reduction in teenagers becoming parents has broad implications for our society in terms of social responsibility and health care, not to mention education and mental health. Apply active reading strategies as you review the article. Then complete the chart following the reading to practice your note-taking skills.

Report: Teen Birth Rate Hits Record Low

by Jennifer Kerr

1 Fewer high school students are having sex these days, and more are using condoms. The teen birth rate has hit a record low.

2 More young people are finishing high school, too, and more little kids are being read to, according to the latest government snapshot on the well-being of the nation's children. It's good news on a number of key wellness indicators, experts said of the report being released Friday.

3 "The implications for the population are quite positive in terms of their health and their well-being," said Edward Sondik, director of the National Center for Health Statistics. "The lower figure on teens having sex means the risk of sexually transmitted diseases is lower."

4 In 2005, 47 percent of high school students—6.7 million—reported having had sexual intercourse, down from 54 percent in 1991. The rate of those who reported having had sex has remained the same since 2003.

5 Of those who had sex during a three-month period in 2005, 63 percent—about 9 million—used condoms. That's up from 46 percent in 1991.

6 The teen birth rate, the report said, was 21 per 1,000 young women ages 15 to 17 in 2005—an all-time low. It was down from 39 births per 1,000 teens in 1991.

7 "This is very good news," said Sondik. "Young teen mothers and their babies are at a greater risk of both immediate and long-term difficulties."

8 The birth rate in the 15 to 19 age group was 40 per 1,000 in 2005, also down sharply from the previous decade.

9 Education campaigns that started years ago are having a significant effect, said James Wagoner, president of Advocates for Youth, a Washington-based nonprofit group that focuses on prevention of teen pregnancy and sexually transmitted diseases.

10 "I think the HIV/AIDS epidemic and the efforts in the '80s and '90s had a lot to do with that," Wagoner said of the improved numbers on teen sex, condoms, and adolescent births.

12 "We need to encourage young teens to delay sexual initiation and we need to make sure they get all the information they need about condoms and birth control," he said.

www.EnglishPro.ir

13 The report was compiled from statistics and studies at 22 federal agencies, and covered 38 key indicators, including infant mortality, academic achievement rates, and the number of children living in poverty.

14 Other highlights:

- The percentage of children covered by health insurance decreased slightly. In 2005, 89 percent of children had health insurance coverage at some point during the year, down from 90 percent the previous year.
- The percentage of low birthweight infants (born weighing less than 5 pounds, 8 ounces) increased. It was 8.2 percent in 2005, up from 8.1 percent in 2004.
- More youngsters are getting reading time. Sixty percent of children ages 3 to 5 (and not in kindergarten) were read to daily by a family member in 2005, up from 53 percent in 1993.
- The percentage of children who had at least one parent working year round and full-time increased to 78.3 percent in 2005, up from 77.6 percent the previous year.
- More young people are completing high school. In 2005, 88 percent of young adults had finished high school—up from 84 percent in 1980.

COMPREHENSION CHECK

Summarize the key points in the preceding reading passage in the chart that follows. Draw from your text marking to represent the major points.

ISSUE	PAST	2005	IMPLICATIONS
Teen sexual activity			
Condom use			
Teen birth rate			
Children's health coverage			
Low birth weight			

www.EnglishPro.ir

ISSUE	PAST	2005	IMPLICATIONS
Preschool literacy			
Working parents			
High school completion			
Overall trends			

www.EnglishPro.ir

APPLICATION 2

This passage concerning literature in the contemporary age comes from a chapter in a humanities textbook, *The Humanities in the Western Tradition*. This section of the chapter outlines the contributions of major African American women writers and their efforts to unveil social injustice through their work. While it is a long passage, it reads easily because it is biographical. (Recall that a biography is an account of a person's life.) Read for the major impact that each of the four writers had on society as a result of her work. Write your ideas in the diagram following the passage, or create vocabulary cards with each author's name on the front and her significant accomplishments on the back.

Racial Injustice

by Marvin Perry, J. Wayne Baker, Pamela Pfeiffer Hollinger

1 The closing decades of the twentieth century were marked by the unprecedented achievement of African American women writers who overcame racial discrimination to become award-winning poets, novelists, screenplay writers, and governmental emissaries. Through their works, they not only brought attention to the plight of African Americans, but they also created a new awareness of the important role that African American culture plays in American life.

2 Gwendolyn Brooks (1917–2000), whose work spans five decades, was the first African American writer to win a Pulitzer Prize (1950) and to be appointed to the American Academy of Arts and Letters (1976). She won her Pulitzer for her collection of poems, *Annie Allie* (1949), but between it and her last two volumes of poetry, she proved to be less a literary integrationist and more of a "black" author, who poetically demanded an inquiry into the denial of citizens' rights for ordinary African Americans. In all her works, Brooks explores African American culture and the impact of racial identity on a black person's thought and behavior. For example, in her novel, *Maud Martha (1953)*, Brooks deals with the racial prejudice that Maud experiences, from both within and without the black community, and how she comes to view herself as less appealing than other girls because her skin is darker. In her collection of poems, *The Bean Eaters* (1960), Brooks offers insights into the attitudes of elderly African Americans who, although poverty-stricken, are content with their lives, and in *We Real Cool* (1966), her stream of consciousness poems, she reveals the inner thoughts of impoverished, inner-city blacks who have become hooligans. In all, Brooks wrote twenty-one volumes of poetry, and in 1994 she was awarded the National Endowment for the Humanities *Jefferson Lectureship—the* highest humanities award granted by the federal government.

3 The autobiographical works of the African American poet, novelist, actress, and screenplay writer Maya Angelou (1928–) are concerned with issues pertaining to racial, sexual, and economic oppression. In *I Know Why the Caged Bird Sings* (1970), the first

www.EnglishPro.ir

of her autobiographical volumes (which was nominated for the National Book Award), she recounts her childhood through her teenage years, including her early years with her grandmother in rural Arkansas and living in St. Louis with her mother, where her mother's boyfriend, Mr. Freeman, raped her at age eight. As a consequence, Angelou became mute—except with her older brother, Bailey, who had given her the nickname Maya (short for "my sister"), because he could not pronounce her given name of Marguerite. Angelou relates how she refused to testify in court that he had previously molested her, prior to the rape, thus compounding the guilt and shame that she already felt. Because justice was not done in the courts, Mr. Freeman was subsequently a victim of a vigilante murder. In the eight years after the rape, Angelou tells us she became a savvy, street-smart teenager, and following her move to San Francisco to study dance, she challenged wartime racist hiring policies by becoming a streetcar conductor at age fifteen. A year later for eight months, she hid her unwanted pregnancy from her family so that she could graduate from high school. During the 1960s, Angelou was the Northern Coordinator for Dr. Martin Luther King's Southern Christian Leadership Conference. Later, she held appointments under U.S. Presidents Gerald Ford and Jimmy Carter and was invited to read her poem, "On the Pulse of the Morning," for President Bill Clinton's inauguration in 1993. Her screenplay, *Georgia, Georgia,* was the first original screenplay by an African American woman to be made into a motion picture; her collection of poems, *Just Give Me a Cool Drink of Water 'Fore I Die,* was nominated for the Pulitzer Prize; and she penned and produced a television miniseries entitled *Three Way Choice.* The latest volume of her autobiography, *A Song Flung Up to Heaven,* was published in 2002.

4 Chloe Anthony Wofford (1931–), best known as Toni Morrison, hoped to facilitate the creation of a canon of African American writing, so that black writers would not feel indebted to white publishers and readers, and thus be free to focus their attention on the uniqueness of their own literary works. Morrison published her first three novels during the 1970s. In *The Bluest Eye* (1970), she focuses on the tragic life of Pecola Breedlove, who is raped by her own father. Believing that being black is ugly and white beautiful, Pecola longs for "blue eyes." In her second novel, *Sula* (1974), Morrison explores the dynamics of friendship between Nel Wright and Sula Peace; while Nel chooses to become a bastion of the black community, Sula goes away to college, embraces city life, and becomes sexually promiscuous. Morrison earned the National Book Critics Circle Award and garnered national attention with her next novel, *Song of Solomon* (1977), which traces Milkman Dead's search for his own identity, apart from his father's hopes and dreams. When Milkman departs his home in Michigan, he sees the world materialistically, much like his father had, and he believes that material wealth will ensure him a unique identity. By the end of the novel, however, Milkman comes to the realization that the values of his African ancestors, particularly their emphasis on community, give more meaning to his life than his pursuit of materialism and sense of self-identity. Through Milkman's quest, Morrison calls into question the validity of the typical American nuclear family, emphasizing individualism, for Milkman's identity surfaces only through the communalism that he believes he has found in his African past.

www.EnglishPro.ir

5 During the 1980s, Morrison authored *Beloved* (1987), which most critics and audiences agree is her best novel. It is the story of the former slave, Sethe, who early in her life, before emancipation, murders her daughter so that she will not grow up to be a slave. The image of the Beloved of the novel operates on a variety of levels. On one level it is the spirit of Sethe's dead child, on another the spirit of Sethe's African mother, whom she never knew, and on a third, the Beloved symbolizes the horrific yet inescapable history of slavery, which continues to plague the present. On the third level, Beloved's allure becomes progressively diabolical, but it does serve to foster Sethe's emotional development so that she can free herself from the past, which preys on her so heavily. Ultimately, the reader learns that the novel's title is a result of Sethe's simple misunderstanding of what the pastor meant at her daughter's funeral when he said "dearly beloved." Although he was addressing the living, Sethe interpreted it as a greeting to her dead daughter. For Morrison's portrayal of the physical and spiritual desolation caused by slavery and how it shaped the identity of slaves, many of whom continued to feel alienated even after they were granted their freedom, she received the Pulitzer Prize in 1988, and in 1993 she became the first black woman to be awarded the Nobel Prize for literature. Today, Morrison continues to write and is the Robert E Goheen Professor in the Council of Humanities at Princeton University, making her the first African American woman writer to occupy a named chair at an Ivy League college.

6 Alice Walker's (1944–) poems, short stories, and novels focus primarily on the battle of black women to find racial and sexual equality. Sexism and racism are the dominant themes of Walker's Pulitzer Prize-winning novel, *The Color Purple* (1982), for which she also received the American Book Award and the National Book Critics Circle Best Fiction Award.

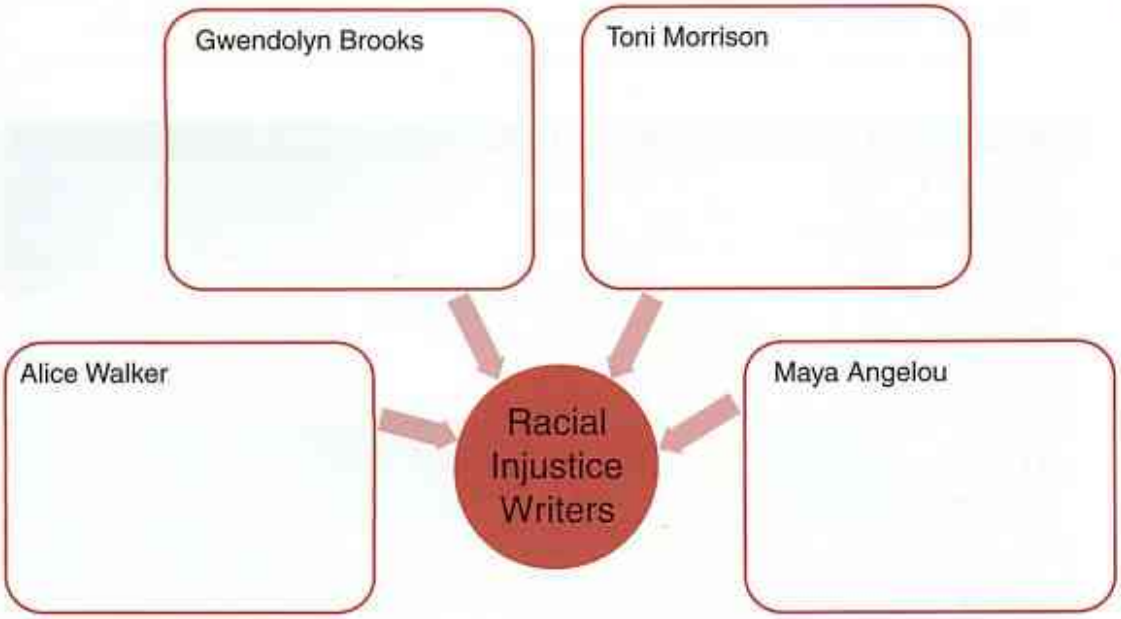
7 *The Color Purple* is a complicated novel about racial and sexual identity. Holding that black women in both Africa and America endure the same physical abuse and dominance by black males, Walker asserts that it is futile to attempt to analyze racial identity without first addressing the status of black women, and she is equally incensed by the racist attitudes of American blacks toward Africans. Written in epistolary form, the first half of the novel deals with Celie's letters to God in which she details the repeated rapes by her stepfather Alphonso, and the physical abuse by her husband, referred to as Mr.___ , who is frustrated about not being able to marry Celie's sister, Nettie. Celie also recognizes that the type of Christianity she practices subjugates women to men, thus compounding the tragedy of her situation. With the help of Shug Avery, the worldly wise blues singer and a former lover of Mr. __, Celie begins to discover her own sexuality. Shug also helps put an end to most of Celie's physical abuse and assists her in discovering Nettie's letters, which Mr. __ had hidden from Celie for so many years. Through Nettie's letters, Celie learns that Nettie had traveled as a missionary to Africa with Samuel and Corrine, a childless black couple who unknowingly took in Celie's two children, born after Celie had been raped by her stepfather. Although Nettie, Samuel, and Corrine expect to be received as brothers and sisters in Africa, they discover that they are viewed as outsiders and a threat to the African

www.EnglishPro.ir

way of life. Moreover, just as the African people cannot understand why Nettie, Samuel, and Corrine cannot comprehend the role that blacks played in the European colonization of Africa, neither can Nettie, Samuel, and Corrine come to grips with why African people are not more aware of their own complicity in the North and South American slave trade. In 1985, *The Color Purple* was turned into an award-winning motion picture by the talented director Steven Spielberg.

COMPREHENSION CHECK

Below is a cluster to summarize the key points in the reading passage. Complete the graphic, drawing from your text marking. According to the reading, what is major impact, or contribution, of each of these writers? Alternatively, create vocabulary cards to learn the important contributions of each of these writers. On one side of the card, indicate the writer's name. On the back of the card, note the impact that each had on the development of literature in the United States.



www.EnglishPro.ir

APPLICATION 3

This reading concerns the global issue of population explosion. Use active reading strategies to review the information in the passage. As a collaborative exercise, answer the critical thinking questions following the reading. Next, choose one or more of the note-taking methods you have learned in this chapter to record the major points of the reading.

Planet's Population Hit 6.5 Billion Saturday

by Leonard David

1 A population milestone is about to be set on this jam-packed planet.

2 On Saturday, February 25, 2006, at 7:16 p.m. Eastern Standard Time, the population here on this good Earth is projected to hit 6.5 billion people.

3 Along with this forecast, an analysis by the International Programs Center at the U. S. Census Bureau points to another factoid, Robert Bernstein of the Bureau's Public Information Center advised *LiveScience*. Mark this on your calendar: Some six years from now, on October 18, 2012, at 4:36 p.m. Eastern Daylight Time, the Earth will be home to 7 billion folks.

4 These are estimates, of course, but clear trends emerge from the data behind them.

Around the World

261
People born every minute

310 million
Population in the year 1000

1.6 billion
Population in the year 1900

9 billion
Population in the year 2050

106 billion
Number of people ever born*

*Estimate as of 2002

SOURCE: Population Reference Bureau

www.EnglishPro.ir

Population Profile

5 A report issued by the Bureau in March 2004 noted that world population hit the 6-billion mark in June 1999. "This figure is over 3.5 times the size of the Earth's population at the beginning of the 20th century and roughly double its size in 1960," the study explained.

6 Even more striking is that the time required for the global population to grow from 5 billion to 6-billion—just a dozen years—was shorter than the interval between any of the previous billions.

7 On average, 4.4 people are born every second.

8 The population on Earth today is nearly four times the number in 1900. Behind that phenomenal global increase is a vast gulf in birth and death rates among the world's countries. But according to population experts, this gulf is not a simple divide that perpetuates the status quo among the have and have-not nations.

Birth Dearth

9 "What is worrisome about this demographic divide is not the differences among nations' population growth rates, but the disparities associated with these trends . . . disparities in living standards, health, and economic prospects," explained Mary Kent, co-author along with Carl Haub, of a Population Reference Bureau report issued last month titled "Global Demographic Divide."

10 Kent, editor of the *Population Bulletin*, and Haub, a senior demographer at the Population Reference Bureau, reported that news of declining population in Europe fueled concern about a global "birth dearth," but there is continuing population growth in developing countries. The question, they asked, is which demographic trend is the world facing?

11 "The reality is that both trends are occurring," Haub said. "The dramatic fertility decline during the 20th century coincided with improved health, access to family planning, economic development, and urbanization."

12 Kent and Haub also reported that most countries will experience population growth through 2050, as the world adds a projected 3 billion more people to the total.

13 Remarkably, despite the many new developments over the past 50 years, one fact looks very much the same, explained Kent and Haub: Populations are growing most rapidly where such growth can be afforded the least—an observation that has changed little over time, they said.

www.EnglishPro.ir

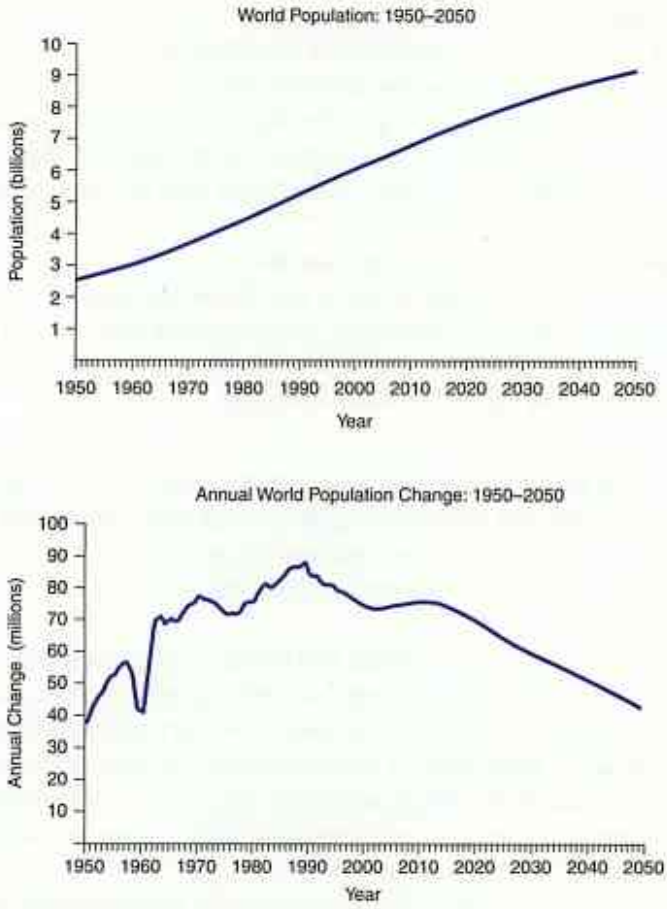


FIGURE 6.12

The rate of population growth has slowed in recent years.
Credit: U.S. Census Bureau

www.EnglishPro.ir

COMPREHENSION CHECK

1 What is the relationship between ideas in the two graphs? In other words, explain how the population is on the increase (as indicated in the first graph), but the rate of population growth is slowing (as indicated in the second graph). _____

2 What do you think the author means in paragraph 8? _____

3 The author quotes an expert in paragraph 9. What is "worrisome" to the expert? _____

4 In paragraph 11, the author says, "The reality is that both trends are occurring." Explain what he means by "both trends." _____

5 Based on the information in the passage, what is a reasonable inference about the world in the year 2100? _____

6 Select the major points in the passage by marking the text. On a separate piece of paper, create double-column notes as you would use to study the key points. _____

www.EnglishPro.ir

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Alternatively, create vocabulary cards to learn these key terms. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Double-column notes	
Cornell notes	
Objective tests	
Essay tests	
Outline	
Topic outline	
Graphic organizers	
Glossary	
Key terms	

GROUP ACTIVITY: RESEARCHING A SOCIAL ISSUE

This assignment requires you to conduct some research on your own. Choose a topic within the broad theme of social responsibility. Your instructor may have you present your research findings in class as a part of a discussion forum on issues of concern in the world today—and our responsibility as global citizens to be aware of and address them.

STEPS FOR CONDUCTING RESEARCH

1. Find an article of 2 to 3 pages in length on a topic of your choice concerning an aspect of social responsibility or issue of concern in our culture or for the world. You do not have to agree with the author of the article.

www.EnglishPro.ir

2. If the reading you've found is longer than 2 to 3 pages, choose subsections that comprise the required length.
3. Print out the article to attach to the back of the form you will submit
4. The research reading form below can be copied on your own paper. This assignment requires that you complete the form—each section is worth points.
5. The bibliographic information you need to include is indicated on the form. If you choose a Web site, include the author, periodical, date, and URL or Internet Web site address.
6. The vocabulary section requires you choose five words central to understanding your topic. For example, if you are researching global warming, you may choose a key term such as *greenhouse effect*. Indicate the part of speech of the word or key term; use a dictionary if necessary. Then use the word or key term in an original sentence, providing context clues that demonstrate your understanding of the word's meaning. If the sentence does not contain context clues, you will not receive full points.
7. Construct an outline, map, chart, or double-column notes of the author's point of view, or thesis and major arguments. Do *not* include your opinion. Write your notes, then copy them neatly on the form or attach a word processed page.
8. In the last section, present your opinion, based on the author's major points. This section should be well organized and several paragraphs long to receive full points.

Here are the major sections of your report.

RESEARCH READING ASSIGNMENT

Bibliographic Information (2 points). Web site, author, date, publication, pages.

Vocabulary (5 points). Choose five challenging words central to your article or topic. For each word, provide the meaning and part of speech and use the word in an original sentence.

WORD	PART OF SPEECH	MEANING	SENTENCE
1.			
2.			
3.			
4.			
5.			

www.EnglishPro.ir

Note Taking (10 points). Compose an outline, map, double-column notes, or a chart of major points in a clear, well-organized format. (Notes must not include your ideas—only those of the reading passage.)

Critique (8 points). Write several paragraphs reacting to the article you read. Take issue with or express support for particular supporting arguments made by the author. It is also appropriate to relate the information in your article to class or to your life experiences.

REFLECTIVE JOURNAL QUESTIONS

1. What do you think is the most valuable benefit of note taking? What is the most frustrating aspect of note taking? What techniques have you already been using and which ones will you start to use now that you've learned about them?
2. Take notes on both a reading assignment and a class lecture about the same topic in another class. How are these two sets of notes alike? How are they different?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or create a polished essay of several paragraphs to support your thesis. Type your essay and be sure to proofread it before you submit it to your instructor.

1. In your opinion, what is the most significant social problem in our country today? What are some ways to address this issue of social concern?
2. Recalling your own experience and that of your associates, what are young people most concerned about with regard to the state of our country or world? What issues are young people most apathetic about and why?
3. What are the qualities needed in an individual who works to change injustice? Choose three qualities (behaviors or attitudes) that characterize a successful leader, whether in civil rights, environmental issues, or any other social concern. Support your answer with specific examples.

POST-ASSESSMENT

Preview the following article and then read it all the way through. Then go to the end of the article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

Future Use of Natural Resources

by Stanley Chernicoff, Haydn A. Fox, and Lawrence H. Tanner

1 The United States has about 50 billion barrels of known oil reserves recoverable by current methods and may have an additional, as-yet-undiscovered, 35 billion barrels.

www.EnglishPro.ir

The world's oil reserves total approximately 700 billion barrels. At the current worldwide petroleum use rate of nearly 21 billion barrels per year, these reserves will last only 35 years or so. Although shortages and price increases may eventually reduce the rate of oil consumption, somewhat extending the life of current supplies, ways must be found to extend the finite crude oil supply or to develop alternative energy sources before the reserves run out during the twenty-first century.

2 Large new petroleum finds are unlikely; virtually all potential oil-producing rock formations have already been explored. One way to maximize our oil reserves, however, is to extract as much as possible from known reservoir rocks.

3 Currently economical methods of oil extraction remove only 20 percent to 30 percent of the oil within the rocks. As oil shortages increase, it may become more economical to use already-available enhanced recovery methods that can reclaim as much as 50 percent of the oil. Extraction of more than that percentage is virtually impossible, because the oil tends to adhere tightly to the rock particles.

4 Other technological initiatives seek alternatives to petroleum for transportation energy. These options include the liquefication and gasification of coal as fuel, and the development of practical electric automobiles, solar-powered buses, and trains propelled by powerful electromagnets.

5 The supply of mineral resources remains adequate, although some are located in remote places. Valuable deposits of important metals and nonmetals are still being discovered. Indeed, major ore bodies have recently been unearthed in Chile, Australia, and Siberia. Extensive outcrops rich in zinc, lead, copper, nickel, cobalt, and uranium have also been found in Antarctica, along with a 120-kilometer (70-mile) long, 100-meter (300-feet)-thick deposit of iron, which is large enough to meet the world's iron demand for 200 years.

6 Soon we may be able to mine the vast mineral deposits on the sea floor, which in some places is covered by billions of nodules of manganese oxide, some approaching the size of bowling balls. These nodules, which contain lesser amounts of iron, nickel, copper, zinc, and cobalt, accumulate where deep-sea sedimentation occurs slowly enough to allow them to grow without being buried. Collectively, they may represent the Earth's largest mineral deposit.

7 Most mineral resources can be recycled. Steel from "tin" cans, automobiles, and old bridges, mercury from discarded thermometers, copper from electrical wire, and platinum from the catalytic converters of abandoned automobiles can all be reclaimed for reuse. Recycling offers several benefits: It reduces the volume of waste requiring disposal, causes less land area to be disturbed by new mining operations, and minimizes the energy needed to mine and refine new ores. Scrap aluminum recycling, for example, uses only one-twentieth the energy needed to mine and process an equivalent amount of new aluminum from bauxite.

www.EnglishPro.ir

8 Everything we have, or can make, comes from the Earth. Now that you understand the processes that built, moved, and shaped the continents and ocean floors, and the vast amount of time over which the Earth and its resources developed, you can appreciate why we must act wisely in managing the materials that make our modern lives possible. If we fail in this task, most assuredly, little will remain for future generations. Industry, local governments, and the world community of nations must cooperate to ensure that the search for, development of, and use of the planet's resources do not squander those precious resources or irreversibly damage our shared environment. With the knowledge you have acquired from your geology training, you are now prepared to contribute to the ongoing debate about the need to balance resource development and environmental protection. By all means, use your training and make yourself be heard.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main point of this passage?

A. While mineral supplies are adequate, methods to find or to replace crude oil supplies must be found because we're running out.
B. When crude oil supplies are depleted, we will use our abundant mineral supplies.
C. Both mineral and crude oil supplies can be regenerated.
D. The ocean is, as yet, an unexploited source of mineral supplies.

2 Which of the following is *not* one of the possible alternatives for crude oil?

A. Liquification and gasification of coal as fuel
B. Minerals
C. Development of electric automobiles
D. Solar-powered buses

3 Which of the following is *not* one of the major reasons for the petroleum crisis?

A. All potential oil-producing rock formations have been explored.
B. The petroleum use worldwide is almost 21 billion barrels per year.
C. The world's oil reserves are about 700 billion barrels.
D. As-yet-undiscovered oil reserves are pending.

4 How much oil is left?

A. There is enough to last a century.
B. There is enough to last a couple of decades.
C. There is enough to last 35 years.
D. There is enough to last 50 years.

www.EnglishPro.ir

5 **The pattern of organization in this passage is predominantly:**

A. Problem/solution
B. Definition
C. Comparison and contrast
D. Sequence or process order

6 **According to the text, what is the significance of the nodules of manganese oxide?**

A. These nodules on the ocean floor may be the world's largest mineral deposit.
B. Because most minerals can be recycled, efforts to exploit the ocean are not underway.
C. While mineral resources are adequate, scientists hope to conserve landmining and turn to ocean mining.
D. Geologists hope to uncover crude oil where the manganese oxide is found.

7 **Which of the following is a benefit of recycling?**

A. It reduces the volume of waste requiring disposal.
B. It causes less land area to be disturbed by new mining.
C. It minimizes the energy needed to mine and refine new ores.
D. All of the above

8 **According to the passage, because oil shortages are increasing, scientists may need to extract more oil from rocks. You can infer that this means:**

A. Reclaiming 50 percent of the oil through enhanced recovery methods is a technology we do not yet have.
B. Extraction of 50 percent is impossible because oil adheres to rock particles.
C. Currently, economical methods remove only 20 to 30 percent, which is the best we can do.
D. More money will be needed to employ the technology we already have to maximize oil output from rocks.

9 **Ore has been located in all of the following *except:***

A. the Antarctic
B. Chile
C. Australia
D. Siberia

www.EnglishPro.ir

10 **If you were studying for a test over this information, which is the best chart of this passage, considering the pattern of organization?**

A.

PROBLEMS WITH OIL	PROBLEMS WITH MINERAL RESOURCES
1. The United States has 50 billion barrels. 2. Potential reserves = 35 billion barrels. 3. The world's reserves = 700 billion barrels. 4. Twenty-one billion barrels of petroleum are used per year. 5. The world's reserves will last 35 years.	1. The supply is adequate, although most reserves are in remote places. 2. The world's iron reserves = 200 years' worth.
SOLUTIONS TO OIL SHORTAGE	**SOLUTIONS USING MINERAL RESOURCES**
1. Maximize reserves with enhanced recovery method. 2. Seek alternatives for transportation energy.	1. Mine ore deposits in Chile, Australia, and Siberia. 2. Mine deposits in Antarctica. 3. Mine deposits on sea floor. 4. Continue recycling.

B.

EFFECT OF OIL SHORTAGE	EFFECT OF MINERAL SHORTAGE
1. The United States has 50 billion barrels. 2. Potential reserves = 35 billion barrels. 3. The world's reserves = 700 billion barrels. 4. Twenty-one billion barrels of petroleum are used per year. 5. The world's reserves will last 35 years.	1. The supply is adequate, although most reserves are in remote places. 2. The world's iron reserves = 200 years' worth.

www.EnglishPro.ir

UNIT 3

READING FOR STUDY

THEME *Education and Responsibility*

Textbook Application

This textbook chapter from *Educational Foundations* concerns the concepts of equal opportunity and its relationship to schooling in the United States. The interrelationships among poverty, segregated communities, and segregated schools are explored as well as how the social issue of poverty affects schooling and educational outcomes.

Your instructor may assign a subsection of this chapter for you to complete with a small group. Alternatively, your instructor may require you to complete activities independently during or outside of class.

Apply what you have learned about text marking and note taking for study from this unit. In addition, use the strategies you have learned for mastering new vocabulary and decoding graphic material in texts. Use the topic outline as a basis for beginning your note taking. Then add the key points from each subsection, building a detailed outline, graphic organizer, chart, or double-column notes. Remember to apply the SOUL system as you pull out key points: be *selective* about what you include, *organize* the information in an appropriate format for the pattern of organization, make sure you *understand* what you write by paraphrasing the key information, and then use your notes to *learn* the new information. In addition, create vocabulary cards to learn key terms, making sure to look up the unfamiliar words to arrive at an accurate definition given the context.

There are seven major subsections in this chapter. Survey the chapter, paying special attention to the headings of the sections. Then, depending on the assignment, preview a subsection of the chapter. In this chapter, the predominant patterns of organization will be cause and effect and definition and example. As part of your survey of the text chapter, review the discussion questions and summary at the end of the chapter. Then read and mark the text. Next, complete the following note-taking exercise(s) as your instructor assigns.

As your instructor assigns, identify the following in each subsection.

www.EnglishPro.ir

What Is Equal Opportunity?

1. Define the term *equal opportunity*.
2. List the points mentioned in this section that dispute the notion of "equal opportunity."

Poverty, Segregated Communities, and Segregated Schools

1. Poverty and Minority Students.
   - Outline of the effects of poverty as they relate to schooling.
2. Poverty in Inner Cities.
   - List the challenges faced by inner cities.
3. Regional Diversity in Public Schools.
   - Based on the information in Tables 4.2 and 4.3 and the text, create a chart comparing and contrasting the racial composition of U. S. public schools by region and the racial composition of extreme-poverty schools by region.
4. Low Income Status and Free Lunch.
   - Create a web of the major information in this subsection.

Social and Educational Outcomes of Desegregation

- Complete double-column notes of the key information in this section.

Intersections Between Educational Practice and Socioeconomic Status

1. Ability Grouping and Tracking of Students.
   - Construct an outline or chart of the causes and effects of ability grouping and tracking.
2. Advantages of Students with a High Socioeconomic Background.
   - List the advantages in outline or chart format. Alternatively, create a web of this information.
3. Dropout Rates and Their Relationship to Poverty, Segregation, and Race.
   - Use a note-taking method, identifying the *causes* of poverty, segregation, and race as they relate to the *effects* of higher dropout rates.
   - List the major points in the feature "From Preservice to Practice" on page 468.

The No Child Left Behind Act and Education Equity

- Construct a chart that compares and contrasts the goals of the No Child Left Behind Act with the reality of its implementation in schools.

Implications for Educators

Choose one of these subsections and use a suitable note-taking method to represent key points.

1. Making Decisions about Employment

www.EnglishPro.ir

2. Dealing with Classroom Size
3. Effects of Ability Grouping and Tracking
4. Bring Communities Together

Engaging Family and Community

Choose one of these subsections and use a suitable note-taking method to represent key points.

1. Funds of Knowledge
2. Using Funds of Knowledge in the Classroom

Key Terms

Create vocabulary concept cards or use a similar study method to learn the definitions of the following key terms.

1. Equal opportunity, p. 461
2. Meritocracy, p. 462
3. Poverty threshold, p. 462
4. Free or reduced lunch, p. 464
5. Tracking, p. 466
6. Ability grouping, p. 466
7. Teacher expectations, p. 466
8. Self-fulfilling prophecy, p. 466
9. Funds of knowledge, p. 470

You should be able to respond to the discussion questions on page 472.

www.EnglishPro.ir

CHAPTER 4

Equity and Educational Practice

Chapter Objectives

- Readers will analyze the concept of equal opportunity and its relationship to schooling in the United States.
- Readers will consider the interrelationship among poverty, segregated communities, and segregated schools.
- Readers will understand how poverty affects public schools in regions across the United States.
- Readers will analyze the educational out comes and graduation rates of students from low socioeconomic backgrounds and communities.
- By exploring a sociocultural approach to understanding family social networks and knowledge construction, readers will explore the funds-of-knowledge approach to parent outreach and curriculum development.

WHAT IS EQUAL OPPORTUNITY?

What does the term **equal opportunity** mean exactly? In essence, it refers to the idea that all the people in a society have the chance to pursue any occupation or economic status they choose. This does not ensure that everyone who graduates from high school will make a million dollars as a company's chief executive officer. But it does mean that we all have an equal chance to pursue goals related to educational objectives and to compete for economic rewards—whatever our race, class, sex, language, and physical ability.

People often use the metaphor of "participating on a level playing field" when they discuss equal opportunity. To ensure that a level playing field is provided to all "players," we must extend the metaphor further. How do coaches and teachers determine which players and students step onto the field or into a college preparatory classroom? What prior training experiences do the participants bring to the field or classroom? Players and students with more refined skills are likely to have had extra training opportunities, equipment, and resources with which to prepare and practice. Other players and students who are just as potentially talented will not have had any prior training and therefore may not have developed the skills needed to play on the field or take college preparatory classes.

Who selects the coaches and teachers to make such judgments about players and students and determines what criteria or standards will be applied? What kind of training did the coaches and teachers receive, and what measures do they use to identify select players and students to advance onto the "field"? What resources were available to assist them in their own preparation?

In other words, although we may believe that the "playing field is level" and that all participants can compete, there will be players and students who are not equally prepared to compete. Inequality comes into play when families and communities do not have the economic status needed to access equal educational opportunities both in and outside of school settings. These players and students languish on the sidelines with limited access to training and sanctioned learning experiences, because they did not have the resources to hone their skills and thus fall further and further behind.

Factors that dramatically impede access to a level playing field include stereotypes about economic status and racial bias. Such assumptions suggest that certain groups have less motivation and intellectual capacity and thus are themselves solely responsible for their lack of educational achievement and economic resources. Often individuals are blamed or celebrated for their life's successes and

www.EnglishPro.ir

failures, regardless of the quality of educational experiences they accessed. This notion of **meritocracy**—success based solely on one's own ability or on another metaphor, "pulling oneself up by the bootstraps"—ignores the fact that some schools are better funded, hire better-qualified teachers, secure more resources, and employ better leaders than other schools do.

What, then, is the responsibility of an education system that is charged with equally preparing students to pursue the educational paths and employment of their choice? Do schools actively pursue equal opportunities for their students, or do they simply reproduce the economic class distinctions evident in society today?

PAUSE & REFLECT

Americans often maintain that success is based exclusively on an individual's own merits. Do you agree or disagree with this position? How do a community and its institutions affect and contribute to the success of individuals in a society?

POVERTY, SEGREGATED COMMUNITIES, AND SEGREGATED SCHOOLS

To live in poverty means different things to different people. The U.S. government has identified a poverty threshold, or baseline, that is the lowest annual income a family needs to meet its most basic needs. According to a 2002 U.S. Bureau of the Census report, the 2001 **poverty threshold** for a family of four was $18,267. The report adds that compared to other developed countries, the United States has the highest child poverty rates, with estimates ranging from 17 to 22 percent.

Poverty and Minority Students

Poverty is more evident among U.S. minority students (see Table 4.1) and among families with a single mother as head of the household than it is among white students. African American students living in households headed by women increased from 38 percent to 54 percent from 1973 to 1994. During the same period, among Latinos, the percentage of single mothers who headed households nearly doubled from 20 percent to 39 percent (Hauser, Simmons, & Pager, 2004).

Equally important is the economic segregation of communities, which affects the extent to which school systems can provide equal educational opportunities, particularly for black and Latina/o students whose schools reflect that segregation. Public school populations are now 41 percent minority students, and most of these minority students attend schools in which they are the *majority*. Because of high poverty levels, limited employment, inaccessible housing, as well as homelessness, the poor are excluded from living in middle-class communities and attending school with middle-class students. As a result, many poor, minority children live and attend schools isolated from middle-class, Euro-American communities (Orfield & Lee, 2005). Conversely, many whites have little, if any experience living in diverse, less affluent communities.

Poverty in Inner Cities

This is not to say that predominantly African American or Latina/o communities are inferior and maintain inferior schools. Nor are all-white communities and schools superior. After all, school segregation by race

TABLE 4.1 PERCENT POOR IN SCHOOLS ATTENDED BY K–12 STUDENTS, BY RACE AND YEAR

	Percent Poor*				
	Whites	Blacks	Latinos	Asians	Native Americans
1996–1997	19	43	46	29	31
1998–1999	20	39	44	26	35
2000–2001	19	45	44	26	31
2002–2003	23	49	48	27	39

*These numbers include both students eligible for and students receiving free and reduced price lunch.

Source: NCES Common Care of Data.

www.EnglishPro.ir

is only one form of separatism. Economic class, as well as locale, segregates schools. However, since the 1970s and "white flight" (the shift of white families out of metropolitan centers and into suburbs), large populations of African American and Latina/o students remain in central cities.

These communities face a number of overwhelming challenges that are not easily overcome, such as dilapidated housing, inadequate social services and health care, and job shortages (Karnasiewicz, 2005; Rothstein, 2004). In addition to poverty, inner-city students must confront poor health care and nutrition, crime and gang violence, and defeatist beliefs that can demoralize anyone caught in the cycle of poverty. Low-income white families must also send their children to schools severely damaged by economically segregated communities, thus debunking the myth that segregation is only a racial issue.

Regional Diversity in Public Schools

Shifts in immigration have transformed U.S. schools beyond almost anyone's expectations. Since the 1970s, African American student populations have grown slowly, while Latina/o and Asian populations have increased rapidly, with Euro-American enrollments, in proportion to the total, having declined. As illustrated in Table 4.2, enrollment statistics for the 2002–2003 school year show the diverse nature of U.S. public schools; Latinos are the largest minority group at 18 percent, and African Americans follow at 17 percent. These two groups now represent one-third of the total public school population.

The country's the two most populous regions, the West and the South, teach a combined 54 percent of the nation's public school students. Thirty percent of African American and Latina/o students live in the western and southern states. Also, Asian/Pacific Islanders now outnumber African American students in the West. In the Northeast, African American students represent 16 percent of the student population, although growth in the Latina/o student population, at 13 percent, continued to increase in 2002–2003.

In the West, South, and Northeast, public school students are more likely to attend culturally diverse, biracial schools than are students in midwestern states, where Euro-American, white students represent 70 percent of the public school population (Orfield & Lee, 2005).

TABLE 4.2 RACIAL COMPOSITION OF U.S. PUBLIC SCHOOLS BY REGION, 2002–2003

Region	Total Enrollment	White	Black	Latina/o	Asian	Native American
West	11,086,700	48	7	35	8	2
Border	3,518,342	70	21	4	2	3
Midwest	9,850,818	75	15	7	3	1
South	13,880,097	51	27	19	2	0
Northeast	8,296,140	66	16	13	5	0
Alaska	134,364	59	5	4	6	26
Hawaii	183,829	20	2	5	72	1
Bureau of Indian Affairs	46,126	0	0	0	0	100
U.S. total	46,996,416	59	17	18	4	1

Note: Definition of the regions: **South:** Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina,Tennessee,Texas, and Virginia; **Border:** Delaware, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia; **Northeast:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; **Midwest:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; **West:** Arizona, California, Colorado, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. **Note:** Hawaii and Alaska, which have very distinctive populations are treated separately and the District of Columbia is treated as a city rather than a state.

Sources: NCES Common Core of Data (2002–2003); Orfield & Lee (2005).

www.EnglishPro.ir

TABLE 4.3 RACIAL COMPOSITION OF EXTREME-POVERTY SCHOOLS BY REGION, 2002–2003 (PERCENTAGE OF STUDENTS IN SCHOOLS WITH 90 TO 100 PERCENT POOR STUDENTS)

Region	White	Black	Latina/o	Asian	Native American	Total
West	7	9	76	6	2	100
Border	66	27	5	1	2.2	100
Midwest	13	54	30	2	2	100
South	7	62	31	1	0.2	100
Northeast	9	55	34	2	0.3	100
Racial composition of extreme-poverty schools	16	39	41	2	1	100

Note: Definition of the regions: **South:** Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia; **Border:** Delaware, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia; **Northeast:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; **Midwest:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; **West:** Arizona, California, Colorado, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. *Note:* Hawaii and Alaska, which have very distinctive populations, are treated separately, and the District of Columbia is treated as a city rather than as a state.

Sources: NCES Common Core of Data (2002–2003); Orfield & Lee (2005).

Given these ongoing trends, with concentrations of Latinos in the West and of African Americans in the South (and with Latina/o populations increasing in such states as Georgia and North Carolina), what remains constant is the need to provide equitable education and resources to our increasingly diverse, yet economically segregated, communities nationwide.

As noted in Table 4.3, African American and Latina/o students make up 80 percent of the student population in schools that serve neighborhoods where extreme poverty exists; 90 to 100 percent of the students in such schools were identified as poor in 2002–2003 (NCES, 2003). In the Midwest, Northeast, and South, African Americans represent 50 to over 60 percent of the students who attend the public schools affected by poverty. As for the West, Latina/o students account for 76 percent of the student population who attend extreme-poverty schools. This information helps explain why issues arising from poverty are often associated with minority populations as they experience numerous economic challenges related to the regions where they live and the schools they attend.

Low-Income Status and Free Lunch

Across the nation, another measure of a family's low-income status is the percentage of students eligible for **free or reduced-price lunch** at school. In 2003,40 percent of U.S. fourth graders were eligible for the program, including 70 percent of African American students, 71 percent of Latina/o students, and 23 percent of white students (NCES, 2003).

In essence, as the proportion of minority students (African Americans and Latinos) increases, so does the proportion of students eligible for free or reduced-price school lunch. According to a 2003 survey by the National Center for Educational Statistics, 47 percent of African American and 51 percent of Latina/o students attended high-poverty schools, with more than 75 percent of the students eligible for the lunch program. By contrast, only 5 percent of Euro-American students attended high-poverty schools.

School location also is a factor when identifying student poverty rates. In 2003, minority fourth graders were more likely than Euro-American fourth graders to be eligible for free or reduced-price lunch in schools

www.EnglishPro.ir

located in urban, rural, and inner-city (or center-city) areas. Within these school settings, the NCES study also found that minority students were more likely than Euro-American students to be enrolled in high-poverty schools with large concentrations of other African American and Latina/o students. For example, 61 percent of African American and 64 percent of Latina/o students attended the highest-poverty urban schools, compared to 12 percent of Euro-American students. At the same time, 38 percent of African American and 39 percent of Latina/o fourth graders attended schools in which 90 percent of the students were members of minority groups (NCES, 2003).

SOCIAL AND EDUCATIONAL OUTCOMES OF DESEGREGATION

The desegregation of the public schools during the 1960s was driven by law to enable minority students, particularly African American and Latina/o students, to attend middle-class schools with access to better resources, improved programming, and highly qualified teachers. Students were bused from their community schools in high-poverty areas in hopes that they would have equal educational opportunities to compete with their white peers.

Over time, research concerning desegregated schools has established that social and educational outcomes have been positive. Findings show that with increased ethnic and racial exposure, the cycle of life-long segregation in communities and schools can be interrupted, if not broken. Such exposure empowers students' social, as well as cognitive, development as they become more familiar and comfortable living and working with diverse groups, and especially as they challenge the perpetuation of racism within insulated communities and schools (Orfield & Lee, 2005; Kurlaender & Yun, 2001; Wells & Crain, 1994).

Research highlighting the benefits of desegregated schools can also be found in the context of higher education, as illustrated in the study of affirmative action. For example, in *Grutter v. Bollinger*, 539 U.S. 306 (2003), the U.S. Supreme Court ruled in support of affirmative action, and the majority opinion expressed the conviction that all students benefit from the knowledge gained from cross-cultural interactions. According to expert testimony and reports presented in the trial, this evidence established that a diverse student population advances learning and helps prepare all students to take part in a diverse society and workforce (Chang, Witt, Jones, & Hakuta, 2003).

A 2004 review of the desegregation research by Willis Hawley of the University of Maryland (in Orfield & Lee, 2005, p. 42) also reported the following:

- African American and Hispanic students learn somewhat more in schools that are majority white than in schools that are predominantly nonwhite. This appears to be particularly the case for higher-ability African American students.
- The earlier students experience desegregated learning environments, the greater the positive impact on their achievement.
- The integration of schools that remain majority white appears to have no negative effect on white students. However, white students in predominantly nonwhite schools may achieve at lower levels than students from similar socioeconomic backgrounds who attend majority white schools.

What this and other research reveals is that given the economic inequities that affect communities and their schools, segregation will only continue to exacerbate the discrepancies between the educational access, opportunities, and the economic outcomes of students living in poverty and those of students who are middle-class.

PAUSE & REFLECT

In what way has desegregation helped close the achievement gap between minority and mainstream students? Given your own educational experiences, do you believe that desegregated schools can help improve cross-cultural relationships? How so?

INTERSECTIONS BETWEEN EDUCATIONAL PRACTICE AND SOCIOECONOMIC STATUS

Ironically, some educational policies, practices, and programs that are useful and effective for teachers and for students preparing to go to college may simultaneously limit access to equal educational opportunities for disadvantaged students. For example, ability grouping, ineffective counseling, unwarranted teacher

www.EnglishPro.ir

expectations, and tracking can have a negative effect on some students' academic achievement and on their graduation and college attendance rates. A continuing challenge for schools is to resolve this dilemma, which, like widely divergent funding for school expenditures in different communities, is an outgrowth of differences in socioeconomic status.

Ability Grouping and Tracking of Students

The term **ability grouping** refers to the practice of sorting elementary or secondary students on the basis of their skills into specific groups within a class. **Tracking** is the sorting of secondary students into specific academic curricula, such as vocational, college preparatory, and general education programs. Students are identified and assessed for such placements via standardized tests and teachers' informal assessments, such as ongoing observations and skill demonstrations.

Research shows that as early as the 1920s, there is a correlation or relationship between family income and the levels, or tracks, into which students are grouped in school (Oakes, 1985). In other words, students placed in high-ability groups or in a college preparatory track often have families with high incomes. Students whose families have low incomes are generally tracked in vocational or general education courses of study or in low-ability groups. Children are readily aware that their families' economic status may differ from that of their peers. Being from a different ethnic group, not having the best clothing or the "hottest" technology, or living in a section of the community that others try to avoid can all serve as identifiers of a student's economic status.

Ability grouping and tracking can have a profound effect on student self-perceptions, **teacher expectations,** and instructional design. That is, if poor students are identified as low achievers, teacher expectations regarding their performance may be lower than what they might expect from the other student populations they serve. Given these perceived deficits, how teachers design and deliver instruction to students from low socioeconomic backgrounds can affect students' academic performance and, ultimately, their life outcomes. For example, instruction may be limited to remedial work and rote learning. This kind of instruction often does not meet the goal of equal educational access and equal opportunity to achieve in school.

Placement in low-achieving groups or tracks leaves students vulnerable to the teacher perception that it is the students' *behaviors* that impede their learning, rather than the institutional and educational programming, teacher quality, and resources available to them in the school system. By contrast, college-bound students with high socioeconomic status are expected to excel in well-funded, computer-loaded schools with highly qualified teachers. Those with behavior problems are perceived as merely bored or perhaps even gifted.

Compounding this, students can be poorly counseled, on the basis of their socio-cultural, economic status, into educational programs that limit equal educational opportunities and access to the curriculum. English-language learners are often tracked into ESL *and* remedial content-area classes because of their emergent English skills. However, they may possess literacy skills in their native language or in other content areas such as math and science that do not require remediation. In addition, counselors may assume that children from wealthy families should be counseled into a college-track program, whereas children from poor families must pursue vocational education programs.

Student responses to ability grouping and tracking may be life-altering. Consigned to a lower economic and educational standing than that of their peers, these students may fall victim to a **self-fulfilling prophecy;** that is, their teachers' low expectations for their educational success may convince them that they will never do well in school—and so they don't. Teachers may even subscribe to these beliefs, coming to assume that all students living in poverty have little or no interest in learning, have poor skills, and will ultimately fail in school. The curriculum and instruction that such teachers provide may reflect their low expectations. They may not advocate for these students, design rigorous and challenging lessons, or provide high-quality feedback, thus contributing to the students' sense that school is irrelevant to their lives.

Advantages of Students with a High Socioeconomic Background

Charter schools, magnet programs, and voucher-funded private schools provide additional outlets for students from high socioeconomic backgrounds to access specialized college preparatory programs.

www.EnglishPro.ir

Wealthier families can help support their college-bound learners through summer school programs and workshops, tutoring, advance placement courses offered at local colleges, and college entrance exam preparation courses. Wealthier families can also purchase computers and other technologies that provide tremendous opportunities for students to develop skills critical to college and career advancement.

Economic status and educational opportunity are intertwined variables that have important ramifications for the maintenance of educational equity. Though well intended, such practices as ability grouping, tracking, and unenlightened counseling have served only to pigeonhole students and, along with unwarranted low expectations communicated by teachers, have predetermined the futures of many students before they even entered high school.

Dropout Rates and Their Relationship to Poverty, Segregation, and Race

Research continues to establish the interrelationships among academic outcomes, poverty, segregation, and race. Graduation rates differ among minority groups. In 2001, slightly over 50 percent of African American, Latina/o, and Native American students graduated from high school, and Asian students had the higher graduation rate at 77 percent. Euro-American students followed at 75 percent (Orfield et al., 2004).

Schools with high rates of poverty (as determined by the proportion of students receiving free and reduced-price lunches) generally have high minority student populations. And urban or central school districts with "minority majority" populations, limited economic resources, and large numbers of unqualified teachers often have the highest dropout rates. Urban high schools with high rates of poverty and large numbers of students who do not graduate have been described as "dropout factories" (Balfanz & Legters, 2004).

Despite the attention given to test-driven initiatives such as the No Child Left Behind Act, high dropout rates continue to plague both the poor and minority groups. This has tremendous ramifications for our society's future workforce and for its technological, global economy. And more important, we cannot begin to measure the trauma the dropout phenomenon inflicts on the lives of individual students and their families.

In the United States, there are 24 central or urban school districts whose responsibility is to teach more than 4.5 million students in predominantly (50 to 90 percent) minority schools (Balfanz & Legters, 2004). Many of these districts include high-poverty schools. For example, in such western cities as Dallas, El Paso, and Santa Ana, 100 percent of Latina/o students attend schools whose student population is a "minority majority." In 15 other school districts, 90 percent of Latina/o students go to schools where over 50 percent of their classmates are members of minority groups (NCES, 2003).

Within these large central and urban districts are segregated communities where more than three-quarters of minority students are enrolled in the public schools. Add to this the effects of poverty and inadequate school resources, and it comes as no surprise that schools in these districts have some of the highest dropout rates. These cities include Chicago, Los Angeles, and New York City.

In comparison, high graduation rates tend to be found in predominantly Euro-American, white suburban school districts with low rates of reduced-price or free-lunch participation. These large suburban school districts include Baltimore County (Maryland), Ft. Bend (outside Houston, Texas), and Jordan (outside Salt Lake City, Utah). It is rare for large numbers of white students to attend predominantly minority schools, although there are a handful of exceptions, such as Dekalb County, Georgia; Long Beach, California; Northside, Texas; and Prince George's County, Maryland (NCES, 2003).

Conversely, minority students are concentrated in urban, central schools, segregated from middle- or upper-income white peers who attend suburban schools. Such communities generally have ample educational resources and can attract qualified teachers who foster a school climate that stresses academic achievement and college preparation.

THE NO CHILD LEFT BEHIND ACT AND EDUCATIONAL EQUITY

Even though it appears that the No Child Left Behind (NCLB) Act initiative seeks to improve low-achieving schools, it does not address the larger challenges facing segregated, poverty-strained communities and schools. The No Child Left Behind Act represents the current

www.EnglishPro.ir

FROM PRESERVICE TO PRACTICE

Empowerment of a Dropout

Marilee Coles just completed her first year as a second-grade teacher. She and her husband Mark, also a teacher, were excited about having their first summer off. With their savings, they looked forward to turning their unfinished basement into a family room for their two small children before the next winter. Their funds for the project, however, were limited. They worried that they could not afford the bid a professional construction company submitted. With a growing family and a pressing need for more space in their two-bedroom bungalow, Marilee wondered how they could ever afford to get the job done before the next snow fell.

When Marilee mentioned her concerns to a friend at church, her friend Denise recommended that Marilee and her husband hire a young man by the name of Cesar to complete the job. But Cesar worked with a licensed contractor and could not tackle Marilee's basement until after the company's larger jobs were completed. This meant that he worked during the late afternoons and early evenings.

Cesar and his boss offered Marilee and Mark a bid that was within their budget. A contract was signed, and the work began. Cesar redesigned the basement framing, began measuring and cutting the drywall, and constructed the new walls and door frames. Marilee soon learned that Cesar was quick and accurate with his measurements and vision for design. He could multitask, and he made framing suggestions that offered the best use of space for the kids' play area and a small study. Cesar worked "clean" and efficient, never left a mess, and always explained and met the day's goals.

Marilee and Mark soon became friends with Cesar. They learned he was 19 years old and a high school drop-out. They were shocked to learn this, because he was such a creative and fast thinker and was a true craftsman. They asked Cesar, "Why did you quit school?" He replied, "I was in the lower-track classes it seems like all of my life. All I remember about high school was doing worksheets and answering problems in my textbooks—and dressing and undressing for gym. We never had computers or small classes. A lot of my classes were taught by substitutes. Nobody talked to me about college. After a while, I just stopped caring about school. My folks didn't go to college either, so they were happy that I became a construction apprentice. That way, I could help them with the rent and my little brother's medical bills. What can I say? High school offered nothing to me,and I guess I had nothing to offer high school."

Marilee and Mark decided to investigate construction management classes offered at a local vocational school. And they wondered about the GED. They planned to talk with Cesar again and learn more about his aspirations. Maybe his company would help support further education for someone who was clearly one of their best employees.

Questions for Reflection

1. Why do you think Cesar lost interest in high school?
2. What stereotypes about dropouts does his experience challenge?
3. What kinds of interventions do you think teachers could utilize to better engage students like Cesar so that they wouldn't drop out?

trend in the accountability movement (Orstein & Levine, 2006). Such schools are vulnerable to not meeting "adequate yearly progress" test standards and will be identified as failing. The NCLB law requires often segregated, poor, urban school districts to make greater annual progress than affluent suburban schools. Schools that do not make adequate progress must report this to the communities and face, after much scrutiny, the possible closure of the school.

In addition, although securing "highly qualified" teachers is another goal of this law, research reveals that most teachers who work in segregated, poor schools do not intend to remain in the districts for their entire careers. Consequently, NCLB may have a negative

www.EnglishPro.ir

impact on the retention of teachers in districts that experience high teacher turnover (Rothstein, 2004). Federal, state, and local leaders need to explore together how best to assist segregated, low-income schools in ways that support equal opportunity and positive educational outcomes, such as examining school funding, program design, and instructional practices.

IMPLICATIONS FOR EDUCATORS

With the link firmly established between low-income communities and low-quality schools that affect the education and long-term income of students, what can educators do to break the cycle of "social reproduction"? Let's examine factors that teachers should consider when making decisions about employment, school programming and practices relevant to equal opportunity, community development, and academic achievement for all learners.

Making Decisions About Employment

New teachers who research the areas where they believe they want to work are the most likely to remain committed to serving diverse communities if they decide to do so. They come prepared to seek ways to pursue academic excellence despite the obstacles of poverty and segregation (Kozol, 2005). Although such urban school districts as Los Angeles and New York City may offer relatively high salaries and incentives for new educators, without the awareness and commitment to the school and community that educational equity requires, your job effectiveness, satisfaction, and even attendance may fall short.

Dealing with Classroom Size

Class size remains an issue that has a major influence on the quality of instruction that a teacher provides. With large classes come less individual and small-group instruction, fewer opportunities to provide feedback to students, limited access to instructional materials and technology, and the need to devote much more time to instructional planning, professional development, and interaction with families. Class size is an important negotiating point for teachers and the unions that represent them.

New teachers are often invited by their administrators to admit additional students to their classrooms. Although accepting more students into a class may seem like an appropriate response, educators must reflect on the ramifications. With larger classes, are instructors able to ensure that all students will receive an equitable and effective educational experience, an experience that will not require the teacher to compromise on expectations, instructional design, and student feedback? No beginning teacher wants to challenge an administrator who seeks to balance the needs of the campuswide community, but new educators can collaborate with administrators, department chairs, and colleagues to keep class sizes from limiting the quality of education they deliver.

Strategies such as designing team-teaching programs, sharing jobs, employing paraprofessionals, and using university clinical teachers and mentoring programs can help minimize the problems associated with a high student-to-teacher ratio. After-school and summer tutoring programs (such as Upward Bound) and early intervention programs (such as Head Start) can offer educational support for students attending overcrowded, low-achieving schools.

Effects of Ability Grouping and Tracking

Instructional practices such as ability grouping and tracking often do not promote educational equity, as we noted earlier. In 1992, the NEA adopted a resolution that denounced the practice of tracking not simply because it groups students according to ability but also because it segregates students along the lines of race, class, and sex. Research shows that tracking and ability grouping have not improved the academic achievement of students with either advanced or low skills (Oakes, 1985).

Not all educators support the elimination of tracking and ability grouping. Supporters of programs for the gifted and talented argue that ability grouping makes it easier for teachers to design instruction for students who can progress quickly. Other proponents of grouping contend that because students possess different levels of academic potential and skills, instruction should be tailored to those different levels of skills and abilities. However, although educational researchers and teachers agree that students have different abilities and needs, the long-term effects of tracking and ability

www.EnglishPro.ir

grouping tend to further entrench low teacher expectations and to distance many students from a rigorous, academic curriculum.

Students soon recognize when their school programs are not serving them equitably. They realize when the programs they are enrolled in are not preparing them for college or equipping them for careers of their choice. Thus, it comes as no surprise that students who are continually assigned to low-level classes develop feelings of resentment about schooling and express their defiance in unproductive ways. Or they simply stop attending school.

Bring Communities Together

It becomes imperative, then, that new teachers, who are often "saddled" with teaching low-level classes or groups, begin a dialogue with administrators, chairs, colleagues, and families about how all students can have access to the core curriculum as much as possible. Asking questions about what content objectives and teaching strategies can be used in the classroom can help better shape instructional practice. Asking the students themselves what content areas are relevant to their interests can also help teachers make the "instructional turns" needed to reexamine content integration and methods.

Working more closely with counselors, curriculum specialists, and administrators can help you begin the dialogue about closing the gaps between communities, educational opportunities, and access to resources. By exploring how school programs are delivered and to whom, educators can design policies that ensure that students will have access to a broad range of curriculum choices that introduce them to more learning and life opportunities. Even though confronting the systemic challenges inflicted by a legacy of poverty and segregation is primarily the responsibility of our political leadership, this does not absolve educators, as advocates for their students, from pursuing equal opportunity in the local community and in the classroom. Questioning longstanding practices that research shows perpetuate segregation and class stratification is one way to begin that advocacy.

PAUSE & REFLECT

What forms of tracking have you observed in the public schools? How is tracking useful for students and for classroom teachers? On the other hand, how does tracking promote unequal access to the curriculum and limit students' college and career opportunities?

ENGAGING FAMILY AND COMMUNITY

How can teachers begin to work in a community that is segregated? Why is there a continual disconnect between educators and the families and students they serve? For that matter, why are new teachers resistant to teaching in communities that have the most needs?

One faulty assumption that troubles some educators is the idea that low-income students and their families have no intellectual interests or skills. These educators believe that low-income, minority students bring little or no knowledge to the classroom, at least not the kinds of knowledge sanctioned by the schools. This emphasis on deficits offers justification for educators to lower their expectations for students, while maintaining an uninformed and inaccurate view of low-income minority families and their children. Indeed, given these assumptions, who *would* want to teach in these communities?

Funds of Knowledge

One way to confront these damaging stereotypes is to develop an understanding of communities and families. To begin, educators can adopt an instructional philosophy that is focused on family knowledge as well as classroom knowledge. This student-centered approach can help educators understand the histories of families, which include culture, social networks, language, religion, labor, skills, and other interests and concerns.

By developing their knowledge about families, educators can arrive at a better understanding of what skills students bring to the classroom. These skills, also known as **funds of knowledge,** consist of those historically acquired and accumulated practices (skills and strategies) that are critical to a household's operation and happiness (Moll & González, 2004). Funds of knowledge can be appreciated by visiting the homes of students, interviewing family members, engaging with community members, and participating in community activities. It is critical for educators working in a segregated community to enter that community. Limiting interactions to those that take place in a classroom cannot help educators and the community to strategize how to interrupt poverty and segregation.

Ethnographic research shows us that funds of knowledge are abundant and diverse among low-income

www.EnglishPro.ir

communities and families. For example, families often create social networks with other families, and as they develop social relationships, they exchange resources (Moll et al., 1992). A key characteristic of these exchanges is *reciprocity*. Vélez-Ibáñez (1988) explains that reciprocity represents an "attempt to establish a social relationship on an enduring basis. Whether symmetrical or asymmetrical, the exchange expresses and symbolizes human social interdependence" (p. 142). Each reciprocal exchange among a community of families and friends can reveal specific knowledge and skills in many arenas, including music, art, dance, language translation, culinary practices, fashion design, building renovation, automobile repair, agricultural practices, and business and finance.

Using Funds of Knowledge in the Classroom

According to Tenery (2005), several kinds of funds of knowledge lend themselves to instructional practice:

- *The strategizing household.* To maintain their own economic security, families may pool resources, divide household chores, and trade and exchange goods and services. Students therefore have responsibilities and have expectations placed on them by the community, which can also be mirrored in school leadership settings, such as in student government or classroom situations.
- *Domains of knowledge.* Low-income households often confront unstable work situations due to layoffs and unemployment. As a result, families must strategize within a community to find work or exchange labor for goods and services. Families' specific domains of knowledge, such as construction and home repair, can be developed into hands-on instructional lessons that incorporate mathematics and science.
- *Interactional patterns.* Large families, combined households, and temporary guests can result in adults cohabitating in a single residence to meet rental or mortgage expenses. Because families rely on social networks to adapt to such challenges as unemployment and child care, maintaining positive social relations is an important part of daily life. Thus, youth engage in cross-generational relationships with parents and relatives, while assisting with such household responsibilities as cooking, cleaning, child care, yard work, home repairs, and animal care. These skills can be used in instructional designs that emphasize cooperative learning, group projects and presentations, hands-on activities, and the development of leadership and peer mentoring skills informed by interactional patterns taking place at home.
- *Cultural practices.* Within the intimacy of family households, cultural traditions are evident in such forms as language, literacy practices (reading, writing, and media use), as well as cultural and religious customs. These practices affirm families' cultural identity and solidarity. Family traditions such as coming-of-age celebrations (quinceañeras) and family visits (visitas de respeto) offer a feeling of unity, tradition, and cultural maintenance (Tenery, 2005). Preserving native language, religion, and traditions helps families retain a connection to their home lands and to relatives who still reside there. Instructional strategies that integrate or introduce histories, language, and culturally relevant content to students can help engage them in learning that is pertinent to their knowledge base.

Teacher educators often highlight the importance of parent outreach and collaboration. Teachers have opportunities to work positively within communities because of their teacher preparation, knowledge, and ability to interact closely and consistently with students and their families. University researchers and community activists do not always have such long-term access.

Therefore, teachers must use these opportunities to collaborate within segregated communities by conducting home visits to explore families' funds of knowledge. As trust develops, teachers can plan instruction based on strengths found in the homes to better meet the needs of students and community.

Classroom instruction that is designed in ways that are relevant to the students' domains of knowledge, cultural practices, and interactional patterns is significant to the lives of students and can also be integrated within

www.EnglishPro.ir

a school's core curriculum. By implementing a funds-of-knowledge approach to family outreach, teachers can become better informed about the many aspects of student and family life. For example, a student may be a caregiver, translator, dancer, and DJ. A parent may be a wife, mother, aunt, seamstress, Catholic, and household bookkeeper. Home and school interviews and observations can empower teachers to dispel previously held assumptions about low-income, segregated communities. By identifying students' funds of knowledge, educators can confront stereotypes regarding race, culture, and poverty within their own curriculum.

SUMMARY

This chapter discusses the challenges associated with providing equal educational opportunities for all learners. Although the ideal of equal opportunity is for all people to be able to pursue the education, occupation, or economic status that they choose, factors such as racism, poverty, and segregation have interfered with the realization of such goals. The interconnectedness of racism, poverty, and segregation also affect the educational access of minority students, many of whom live in low-income communities and attend school there. With severely limited educational resources, these schools struggle to deliver a college preparatory curriculum within programs that tend to track, or group, many students in low-level or vocational courses of study. Staffed by teachers who hold low expectations for students, these segregated schools do not offer them the benefits of programming and interactions that middle-class students experience in desegregated schools.

Strategies that new educators can consider when seeking employment in low-income, segregated school settings include researching and posing questions to administrators, department chairs, and colleagues about program design, class size, and resource access. Team teaching, job sharing, mentoring, and tutoring can help provide better instruction to students with the greatest needs. Interacting within the community using a funds-of-knowledge approach to family outreach can also help establish rapport with students, as well as inform teachers how to design instruction that capitalizes on student knowledge and affirms cultural practices.

DISCUSSION QUESTIONS

1. How has the United States responded to the need to provide equal educational opportunities to segre gated communities? How do the educational experiences in low-income segregated communities differ from those available in more affluent, mainstream communities?
2. In what ways does poverty affect a community of learners? How does the No Child Left Behind Act support students' access to an equitable education? How does it constrain that access?
3. Compare and contrast regional differences in the percentage of minority students enrollment and in socio-economic status. How do these differences affect diverse students' access to educational resources and master teachers?
4. How do educational practices such as tracking promote or detract from students' equal educational access to the curriculum and to career opportunities?
5. What are funds of knowledge? Describe an example of such "funds" that you have become aware of as a consequence of your own experiences in the community where you live. How can a funds-of-knowledge approach to parent and student outreach and curricu lum development help close the achievement gap between minority and mainstream students?

www.EnglishPro.ir

ACTIVITIES

1. Read and explore the work on tracking done by Jeannie Oakes, a professor at the University of California at Los Angeles. Create a poster board that highlights her key findings and suggestions about multitracking and yearround schooling.
2. Interview two or three public school teachers. Describe their experiences with tracking. How do they differentiate the curriculum to ensure that all students have access to it? What do they see as the strengths and weaknesses of tracking?
3. Research and identify the most recent graduation rates of three states across the country. Consult the National Center for Educational Statistics website at http://nces.ed.gov. Compare and contrast your findings. Describe some of the factors that contribute to these differences.
4. With permission from a school principal and family members, conduct a funds-of-knowledge home visit with a student's family. Generate an interview and a two- or three-page report based on your findings.

www.EnglishPro.ir

READING CRITICALLY

THEME *Crime, Medicine, and Ethics*

UNIT 4

Purestock/Alamy

CHAPTER 7 Understanding Arguments
THEME *Crime and Punishment*
Criminal Justice, Sociology

CHAPTER 8 Evaluating Arguments
THEME *Medical Ethics*
Health Science, Sociology

UNIT 4 Textbook Application
Suzanne Samuels, Chapter 14: Law and Medicine, from *Law, Politics, and Society*
Political Science

www.EnglishPro.ir

CHAPTER 7

UNDERSTANDING ARGUMENTS

WHY DO YOU NEED TO KNOW THIS?

How does a good reader approach different types of reading? Reading textbooks or any material for which the author's purpose is to inform requires the comprehension skills you have acquired so far. But what about persuasive texts? What about readings in which authors take a position on an issue and then proceed to defend that position? This type of reading is common in college classes. Understanding arguments heightens your skills of critical reading and thinking: analysis, synthesis, and evaluation. Learning how to "map" an argument helps you lay out the structure of a persuasive reading and begin to effectively react to the supporting arguments and hone or refine your own points of view regarding critical issues.

What it means to be an "informed citizen" has many interpretations. The informed citizen searches for information, digests it, and actively participates in the community, putting this knowledge to use for the collective good. One of the foundations of a civilized society is a fair and equitable justice system. Your education as an informed citizen will help you assess the pros and cons of the U. S. justice system. While this system is not perfect, there is at least some concern and support for its continual improvement. One way a justice system can be improved is by developing means to ascertain that all who are convicted are punished fairly, according to their crime. As DNA testing moves to the forefront of forensic evidence in legal trials, more continues to be learned about culpability in crime. Is everyone in our prisons guilty of the crimes for which they are convicted? To what degree are those convicted falsely accused? **What accounts for the phenomenon whereby an individual actually confesses to a crime he or she did not really commit?**

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- About reading controversial text
- To differentiate between prescriptive and descriptive writing
- To map arguments
- To distinguish between fact and opinion statements
- To determine the main types of support for arguments: facts, reasons, examples, testimony, and counterargument

A STUDY STRATEGY

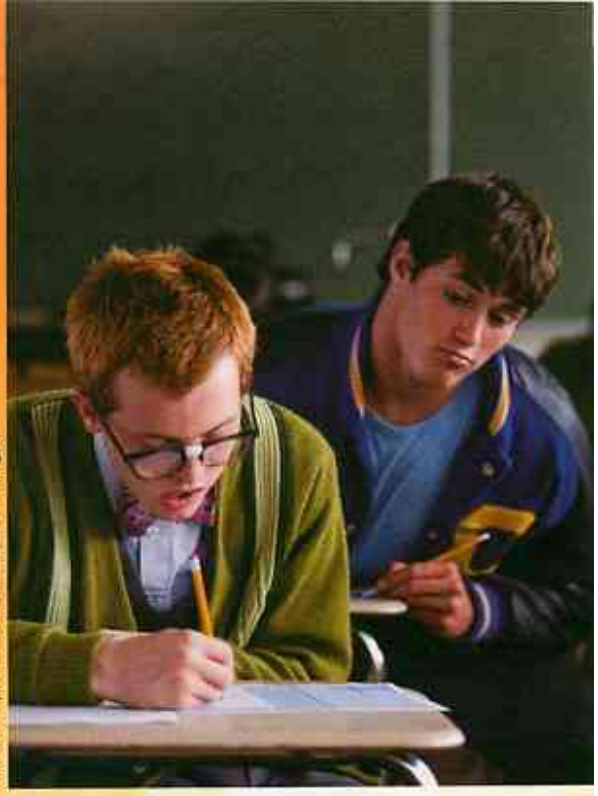
- Techniques for reading essays, newspaper articles, editorials, and research studies

VOCABULARY STRATEGIES

- Understanding and identifying connotation and denotation
- Recognizing loaded language

TO UNDERSTAND GRAPHICS

- Distinguishing fact from opinion in visual material



Mike Kemp/Rubberball/Jupiter Images

"INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE."

MARTIN LUTHER KING, JR. (1929–1968),
U. S. civil rights leader and Nobel Prize winner

CHECK YOUR PRIOR KNOWLEDGE

Jot down some facts you know about our system of crime and punishment. Do not edit your list—just brainstorm!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean yet. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Innocent Suspects Confess Under Pressure

by the LiveScience Staff

1 A new study finds that some people under interrogation will confess to crimes they did not commit, either to end the questioning or because they become convinced they did it.

2 An unrelated study last year found it is fairly easy to create false memories in people in a lab setting.

3 Lack of sleep and isolation contribute to false confessions, the scientists say in the new study, announced today. A suspect's mental status and lack of education play roles.

4 Police are often not qualified to judge truth versus deception, the researchers argue. In the latest issue of the journal *Psychological Science in the Public Interest*, the scientists call for videotaping of confessions so they can be properly analyzed by experts.

5 "Modern police interrogations involve the use of high-impact social influence techniques [and] sometimes people under the influence of certain techniques can be induced to confess to crimes they did not commit," write Saul Kassin of Williams College and Gisli Gudjonsson of King's College, University of London.

6 A University of Michigan study last year reached the same conclusion in analyzing 328 cases since 1989 in which DNA-exonerated [sic] defendants were convicted of rape, murder, and other serious crimes.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main idea of this passage?

A. The University of Michigan study reached the same conclusions as this study.
B. Scientists have called for the videotaping of confessions as a result of this study.
C. A new study finds some people under interrogation will confess to crimes they did not commit, either to end the questioning or because they become convinced they did it.
D. A suspect's mental status and lack of education play a role in false confessions.

2 Why have scientists called for videotaping of confessions so these confessions can be properly analyzed by experts?

A. Police are not qualified to provide expert opinions on truth telling or deception of those interviewed.
B. Further studies need be conducted on this subject.

www.EnglishPro.ir

C. Scientists want to find out why people confess to crimes they have not committed.
D. A second study needs to be undertaken to double-check the results of the first study.

3 **What is a reasonable inference you can draw about the following sentence from paragraph 3?**

Lack of sleep and isolation contribute to false confessions, the scientists say in the new study, announced today.

A. Police exhaust suspects to make them confess.
B. Confessions obtained under compromising conditions are not accurate.
C. Suspects are tired of having to confess.
D. Confessions are not reliable.

4 **What type of support is used in the passage in question 3?**

A. Facts
B. Reasons
C. Testimony
D. Examples

5 **Is this statement from paragraph 4 fact or opinion?**

Police are often not qualified to judge truth versus deception, the researchers argue.

A. Fact
B. Opinion
C. Both fact and opinion
D. Neither fact nor opinion

6 **Is this statement from paragraph 5 fact or opinion?**

"Modern police interrogations involve the use of high-impact social influence techniques [and] sometimes people under the influence of certain techniques can be induced to confess to crimes they did not commit."

A. Fact
B. Opinion
C. Both fact and opinion
D. Neither fact nor opinion

7 **What is the *main* type of support used in the passage in question 6?**

A. Facts
B. Reasons
C. Testimony
D. Examples

(Continued)

www.EnglishPro.ir

8 **What type of support is used in the following passage from paragraph 6?**
A University of Michigan study last year reached the same conclusion in analyzing 328 cases since 1989 in which DNA-exonerated [sic] defendants were convicted of rape, murder, and other serious crimes.

A. Facts
B. Reasons
C. Testimony
D. Examples

9 **What type of support do the authors use to substantiate the claim that people can and do confess to crimes they do not commit?**

A. Facts
B. Opinions
C. Facts and opinions
D. Neither facts nor opinions

10 **This is a summary of a real research study. Original research studies include several sections: an abstract of the study, an introduction, a description of the study's participants and the method used to gather data, a presentation of the results of the study, and a discussion of those results and their implications for the discipline. What parts of the original study are probably used in this article?**

A. Subjects and method
B. Hypothesis and results
C. The abstract and hypothesis.
D. Discussion and abstract

STUDY STRATEGIES

How to Read a Variety of Sources

A successful college reader adjusts his or her approach depending on the type of reading that is assigned. You are now familiar with the kinds of textbooks that make up the majority of assigned reading for college-level courses. You also have developed skills to enhance your understanding of literature. Reading essays, newspaper articles and editorials, and research studies from professional journals require specific reading strategies. Understanding and applying these strategies will help you understand the key points of each of these types of reading.

www.EnglishPro.ir

How to Read an Essay

Reading an essay is like reading a textbook in that the reader must determine the topic, main idea, structure, and relationships between ideas. In an essay, the main idea is called a **thesis.** Every detail in the essay functions to support the thesis. As you know, not every paragraph of an essay has an important point. Some paragraphs function to clarify or expand upon a point made in an earlier paragraph (see the discussion of clarification pattern of organization in Chapter 2). In an essay, an author's purpose may be to inform, to instruct, to persuade, or even to entertain.

QUICK TIPS QUESTIONS TO ASK WHEN READING AN ESSAY

- ☑ Why is the topic important?
- ☑ Who wrote the essay?
- ☑ Where was it published?
- ☑ What is the author's thesis?
- ☑ What is the author's purpose: to inform, instruct, persuade, or entertain?
- ☑ What type of support does the author include to back up the thesis?
- ☑ How does the information in the essay affect your understanding of other information about the topic?
- ☑ Could the essay be biased as a result of who the writer is or where the essay was published?

www.EnglishPro.ir

How to Read a Newspaper Article

Newspaper articles provide excellent examples of highlighting the most important point. A newspaper article contains a **lead statement** that summarizes the most important points of the article in the first line. Journalists are taught to put the lead at the beginning of an article, so a reader immediately gets the key point at the very beginning of the story. The main idea, then, is explicitly stated in the opening of the article. The rest of the article functions to provide supporting details and explanation.

What are the lead statements in the newspaper articles in this chapter's pre- and post- assessments? Application 2 also is a newspaper article. Can you locate the lead statement in that reading?

QUICK TIPS QUESTIONS TO ASK WHEN READING A NEWSPAPER ARTICLE

- ✓ Why is the topic important?
- ✓ Who wrote the article?
- ✓ Where was it published?
- ✓ What is the main point or lead statement?
- ✓ What type of support does the author include to back up the main point?
- ✓ What else has been done since this article was written or what else have you learned about this topic?
- ✓ How does the information in the article affect your understanding of other information about the topic?
- ✓ Could the article be biased as a result of who the writer is or where it was published?

How to Read a Newspaper Editorial

An **editorial** is a commentary on an issue, usually placed in the op-ed section of a newspaper. In the op-ed (opinion-editorial) section, editors and commentators provide opinion articles expressing their points of view on the current topics reported by the press. Editorials attempt to persuade readers to accept a particular point of view. In contrast, news stories function to inform and present the information objectively, or without apparent bias. Because the intent of an editorial is to persuade, the author takes a side on a controversial issue. A **controversial issue** is one for which there are at least two primary points of view, or sides, a person can hold. Like reading essays, reading editorials requires you to find the thesis (if it is directly stated) and the supporting details, or supporting arguments, that support the thesis. Application 3 is an editorial.

www.EnglishPro.ir

QUICK TIPS QUESTIONS TO ASK WHEN READING AN EDITORIAL

- ✓ Why is the topic important?
- ✓ Who wrote the editorial?
- ✓ Where was it published?
- ✓ What is the author's point of view?
- ✓ What type of support does the author include to back up his or her point of view?
- ✓ How does the information in the editorial affect your understanding of other information about the topic?
- ✓ Could the editorial be biased as a result of who the writer is or where the editorial was published?

How to Read a Research Study

In college coursework, especially in the social and natural sciences, information is presented to the reader as a research study. For the general public, the results of a study often are condensed and abbreviated, as in the pre- and post-assessments in this chapter. The authors of these articles, from online magazines such as *Live Science* and other sources, report the main points of a study. These sources present material in a journalistic fashion and, therefore, do not bury the lead statement. Also, these summarized newspaper studies have an informative rather than persuasive purpose. To excel in college reading, it is necessary to know and understand the structure of research studies and how to find the details that support the key point.

Research studies follow a similar approach insofar as they usually begin with an **abstract** that is a summary of key findings. This general overview is followed by more detailed information in the method and results sections. The discussion section at the end of a study discusses the implications—what the results imply, or suggested outcomes of the research. In other words, the author draws conclusions for the reader based on the evidence presented from the research.

THE STRUCTURE OF A RESEARCH STUDY

Research studies for both the natural sciences and the social sciences have the same structure.

- The **abstract** is a summary of the key points of the study. The abstract contains the **hypothesis,** or the expected findings the researchers anticipated or predictions tested in the study, as well as their purpose for conducting the study.
- The **introduction** provides background knowledge for the reader and explains the motivation of the researcher or research team in conducting the study. Also, this section contains a review of the results of previous research studies about the topic. Furthermore, it contains the hypothesis (prediction to be tested).
- The **method** section outlines, in sequence, the steps of the process used in conducting the study; it also discusses the participants (subjects) who were involved in the study and how the data were gathered.

www.EnglishPro.ir

- The **results** section describes in detail what the researcher(s) found. It often presents data in statistical format and may feature charts, tables, or other graphics.
- The **discussion** section interprets the statistical information in the results section and discusses the findings of the study based on the hypothesis, previous research related to the topic, and implications and suggestions for further research to be conducted.
- The **references** section, which concludes the research article, lists the sources used actively in the study. Some research articles also include a bibliography (list of materials available in print, online, or in other media formats) of background readings related to the topic.

HOW TO APPROACH RESEARCH STUDY READING

1. Read the abstract to get an overview of the study. This allows you to preview the study.
2. Read the introduction to clarify the subject of the study. Focus on the last paragraph or so, where the hypothesis is usually discussed.
3. Read the discussion section to gain understanding of how the research concluded and the overall findings of the study.
4. Go back and read the methods section. This information is very detailed and contains all the steps in the research process.
5. Read the results for major findings. Unless you are proficient in statistics, this section is very dense; read for an overall grasp of the outcomes rather than for mathematical details, unless you are reading the study for a class that requires detailed knowledge of the results.
6. Carefully reread the discussion to solidify the information and implications (what the findings suggest) of the study.
7. If your purpose for reading the study is more specific, go back and read the entire document again. Take notes.

QUICK TIPS QUESTIONS TO ASK WHEN READING A RESEARCH STUDY

- ✓ Why is the study important?
- ✓ Who wrote the study?
- ✓ Where was it published?
- ✓ What is the hypothesis?
- ✓ Are the methods appropriate to the research?
- ✓ Are the results significant?
- ✓ What are the implications of the study? (See the discussion section.)
- ✓ What else has been done since this study was conducted or what else have you learned about this topic?

www.EnglishPro.ir

- ✓ How does the information in the study affect your understanding of other information about the topic?
- ✓ Could the data be biased as a result of the methods used, who the researchers are, or where the study was published?

READING CONTROVERSIAL TEXT

In the first six chapters of *Mindscapes*, you learned new strategies to read and determine what is important to learn in college-level texts across the disciplines. You are also aware of the different levels of understanding a reading, from the basic level of literal comprehension to more sophisticated or complex levels of understanding that compel you, the reader, to analyze, evaluate, and synthesize material to make meaning. In this chapter and in Chapter 8, you will learn techniques to delve even further into a reading in order to make judgments about it rather than simply understand it. In order to do this, you must use everything you have learned so far in this textbook. To read critically, you learned to employ the following steps.

1. Determine the topic.
2. Determine the pattern of organization.
3. Determine the author's most important point, or thesis.
4. Determine the supporting points that back up the core idea.

Now you will apply this method to controversial text—text in which a point of view about an issue is presented.

Prescriptive versus Descriptive Writing

If the author's purpose is to persuade the reader to accept a particular position about an issue or to move the reader to a particular action, then that author gives the reader a *prescription*, so to speak. The author *prescribes* a stance, perspective, or course of action. This type of writing is called **prescriptive**—just as a doctor writes a prescription to make you better, so a writer outlines a *prescription* that, in her or his opinion, will address an issue is such a way as to make it better. You can recognize prescriptive writing from the use of phrases such as *we should, we ought to, we need to,* and so on. These are phrases that indicate a value judgment or opinion about an issue.

In contrast, if an author presents information about an issue without taking a particular side—presents just the facts and no personal opinion about the facts—he or she is *not* trying to convince or persuade. **Descriptive** or informative writing is used in a newspaper article or research study. The

www.EnglishPro.ir

author is writing to describe a situation or to inform the reader about something. There is no prescription for addressing the issue or proposal made for a course of action. The author may report on research that may lead to a point of view, but the author of the article is writing objectively—without bias—and letting the results of the study speak for themselves. Discussion or interpretation sections of a research study, however, do present opinion, specifically that of the researcher or research team.

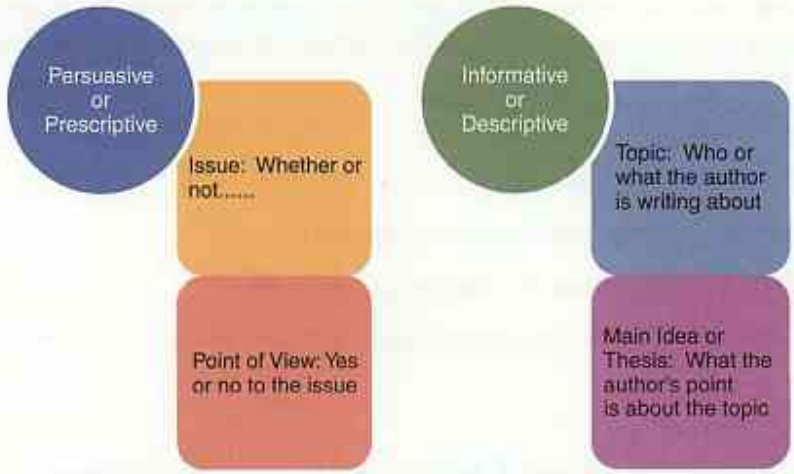
To summarize, then:

prescriptive writing = persuasive writing

descriptive writing = informative writing

Some of the terms and concepts we have discussed thus far are referred to differently in prescriptive writing. For example, the topic is called the **issue.** Similarly, the thesis or main idea is referred to as the **author's point of view.** Supporting details are called **supporting arguments** or **premises.**

An issue (or topic) is the subject of the debate. It is useful to use the phrase *whether or not . . .* when formulating the issue of a reading, so that the thesis, or author's point of view, is easier to identify. For example, if the issue at hand is whether or not gun control laws should be strengthened, an author's point of view is either: (1) Yes, gun control laws should be strengthened; or (2) No, gun control laws should not be strengthened. It is worth your time to carefully consider the issue in an argument to determine both the author's point of view and the support he or she presents for that point of view.



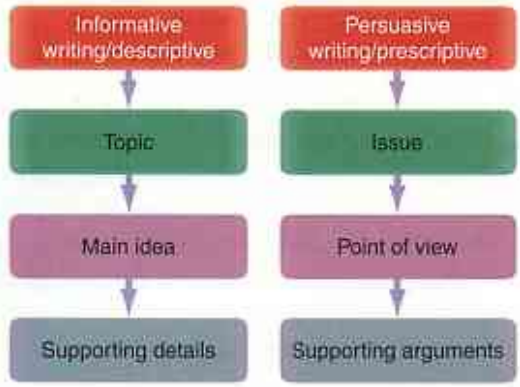
QUICK TIPS DISTINGUISHING PRESCRIPTIVE WRITING FROM DESCRIPTIVE WRITING

	Prescriptive Writing	Descriptive Writing
Author's Purpose	To persuade or prescribe	To inform, instruct, or describe
Subject	Issue	Topic
Main Point	Point of view or conclusion	Main idea or thesis
Body of Writing	Supporting arguments	Supporting details

www.EnglishPro.ir

Mapping Arguments

To be a critical reader and thinker and to take your understanding of a reading to the next level, you need to develop skills to read and understand arguments. In an argument, the author's paramount purpose is always to persuade. The author's secondary purpose may be to inform or entertain; his or her primary purpose, however, is to convince you to agree with his or her thesis or point of view. In arguments, the point of view has to do with the side the author takes on the issue, or what the topic of the argument is. The author then defends his or her point of view with supporting arguments.



To outline or represent the key point in an argument, follow this template.

Mapping Arguments

1. **Issue:** Whether or not . . . [summarize the topic of the argument]
2. **Author's Point of View:** The author's conclusion(s) about the issue.

   Supporting Argument 1:

   Supporting Argument 2:

   Supporting Argument 3:

   Supporting Argument 4:

   Supporting Argument 5:

   Supporting Argument 6:

There may or may not be six arguments to back up an author's point of view; it is up to the reader to determine how many major supporting arguments the author makes to substantiate his or her point of view. Remember: The issue is like the topic; the point of view is like the main idea; the supporting arguments are like the supporting details.

www.EnglishPro.ir

Thinking It Through MAPPING AN ARGUMENT

The Innocence Project, started by lawyer Barry Scheck, uses law students to research criminal cases for death row convicts. The research uses DNA testing, previously unavailable when these inmates were convicted of their crimes, to exonerate, or to find those convicts not guilty, *after* conviction. The passage has been translated into an argument mapping format. See how clearly the major points and author's point of view or conclusion about the issue are represented in this method of note taking?

Innocence Project Case Profiles
by the Staff of the Innocence Project

1 There have been 205 post-conviction DNA exonerations in United States history. These stories are becoming more familiar as more innocent people gain their freedom through postconviction testing. They are not proof, however, that our system is righting itself.

2 The common themes that run through these cases—from global problems like poverty and racial issues to criminal justice issues like eyewitness misidentification, corrupt scientists, overzealous police and prosecutors, and inept defense counsel—cannot be ignored and continue to plague our criminal justice system.

- Fifteen people had been sentenced to death before DNA proved their innocence and led to their release.
- The average sentence served by DNA exonerees has been 12 years.
- About 70 percent of those exonerated by DNA testing are members of minority groups.
- In over 35 percent of the cases profiled here, the actual perpetrator has been identified by DNA testing.
- Exonerations have been won in 31 states and Washington, D.C.

Example of Mapping Arguments

1. **Issue: Whether or not . . .** *our justice system is fair and reformed*
2. **Author's Point of View (conclusion about the issue):** *Our justice system is neither fair nor reformed.*

Supporting Argument 1: *Fifteen people have been executed before being proven innocent.*

Supporting Argument 2: *Falsely accused and later exonerated inmates spent an average of 12 years in jail.*

Supporting Argument 3: *Seventy percent are minorities.*

Supporting Argument 4: *In 35 percent of the Innocence Project cases, the real perpetrator has been found.*

Supporting Argument 5: *Exonerations have been granted in 31 states and Washington, D.C.*

All of these arguments directly support the conclusion (thesis) that the justice system is neither fair nor reformed. All of these arguments rely on fact as a basis of support.

www.EnglishPro.ir

On Your Own MAPPING AN ARGUMENT

With a partner or individually as your instructor assigns, mark the text of the following passage from the Innocence Project Web site. Read to find and mark the author's point of view and the major arguments that support that point of view. Then use the mapping arguments template to outline the major arguments in support of the point of view.

Leading Causes of Wrongful Convictions

by the Staff of the Innocence Project

1 These DNA exoneration cases have provided irrefutable proof that wrongful convictions are not isolated or rare events, but arise from systemic defects that can be precisely identified and addressed. For more than 14 years, the Innocence Project has worked to pinpoint these trends.

2 Seventy-seven percent of post-conviction DNA exoneration cases in the United States involve mistaken eyewitness identification testimony, making it the leading cause of these wrongful convictions. Of that 77 percent, 48 percent of cases where race is known involved cross-racial eyewitness identification. Studies have shown that people are less able to recognize faces of a different race than their own. The Innocence Project has adopted a series of guidelines to improve the reliability of eyewitness identifications. These suggested reforms are practiced in the state of New Jersey, large cities like Minneapolis and Seattle, and several smaller jurisdictions.

Lab error and junk science have played a role in 65 percent of wrongful convictions.

3 In over half of DNA exonerations, the misapplication of forensic disciplines—such as blood type testing, hair analysis, fingerprint analysis, bite mark analysis, and more—has played a role in convicting the innocent. In these cases, forensic scientists and prosecutors presented fraudulent, exaggerated, or otherwise tainted evidence to the judge or jury, which led to the wrongful conviction. Three cases have even involved erroneous testimony about DNA test results.

False confessions and incriminating statements lead to wrongful convictions in 25 percent of cases. More than 350 jurisdictions now record interrogations.

4 False confessions are another leading cause of wrongful convictions. Twenty-five percent of cases involve a false confession or incriminating statement made by the defendant. Of those cases, 35 percent were 18 or under and/or developmentally disabled. The Innocence Project encourages police departments to electronically record all custodial interrogations in their entirety in order to prevent coercion and to provide an accurate record of the proceedings. More than 350 jurisdictions have voluntarily adopted policies to record interrogations. State supreme courts have taken action in Alaska, Massachusetts, Minnesota, New Hampshire, New Jersey, and Wisconsin. Illinois, Maine, New Mexico, and the District of Columbia require the taping of interrogations in homicide cases.

(Continued)

www.EnglishPro.ir

Snitches contribute to wrongful convictions in 15 percent of cases.

5 Another principal factor in wrongful convictions is the use of snitches, or jailhouse informants. Whenever snitch testimony is used, the Innocence Project recommends that the judge instruct the jury that most snitch testimony is unreliable as it may be offered in return for deals, special treatment, or the dropping of charges. Prosecutors should also reveal any incentive the snitch might receive, and all communication between prosecutors and snitches should be recorded. Fifteen percent of wrongful convictions that were later overturned by DNA testing were caused in part by snitch testimony.

1. **Issue:** _____

2. **Author's Point of View (conclusion about the issue):** _____

Supporting Argument 1: _____

Supporting Argument 2: _____

Supporting Argument 3: _____

Supporting Argument 4: _____

If you determined that the major subheadings of the article support the position, or point of view, that "DNA exoneration cases have provided irrefutable proof that wrongful convictions are not isolated or rare events, but arise from systemic defects that can be precisely identified and addressed," you are correct.

www.EnglishPro.ir

Fact and Opinion

Determining the issue, point of view, and supporting arguments is the first step to understanding persuasive writing. But to be a critical reader, you also need to recognize different types of supporting arguments and begin to evaluate their strengths and weaknesses. You need to consider the effectiveness of an author's argument by understanding the difference between fact and opinion.

On one level, fact versus opinion is an easy concept to grasp. After all, a **fact** is something that can be proven; an **opinion** is one person's belief, or something that cannot be proven. The truth is that statistics, or factual results in the form of numbers, so often used to back up an argument and support an author's perspective, can be used in a variety of ways and in a variety of forums, depending on how they are interpreted. For our purpose, facts are straightforward, provable, and documented pieces of information—facts exist, are known to exist, or can be verified, or proven, to exist. Statistics are facts; how they are interpreted is often a matter of opinion, as they are often used to convince a reader of a point of view.

Opinions, on the other hand, are someone's *interpretation* of facts. Opinion statements cannot be verified or proven. You may well agree with someone's opinion; you may even see the opinion as obvious and true. But an opinion *can* be debated. In other words, someone can argue the opposite point of view, or counterargue, and still, in his or her opinion, be "right."

Opinions involve a value judgment, and they are often signaled by words or phrases such as *in my opinion, the truth is, I think, we should, we must,* or *we ought to.* All of these phrases indicate an opinion, regardless of how convincing that opinion is. Furthermore, anything that has not yet happened must be opinion because it cannot be verified, even if it seems very likely. Thus, projections about population growth in the year 2050 are opinions, even if they are based on reasonable deductions and are mathematically probable. "Probable" is not fact, but opinion.

QUICK TIPS DIFFERENCES BETWEEN FACTS AND OPINIONS

Facts	Opinions
✓ Can be proven or verified	✓ Are someone's interpretation of facts
✓ May be statistics, but their *interpretation* is opinion	✓ Involve a value judgment
	✓ Are signaled by words and phrases like *the truth is, I think, we ought to, we should,* etc.

On Your Own RECOGNIZING FACT AND OPINION

Put a F next to the statements that are facts. Put an O next to the statements that are opinions. Put F/O next to statements that contain both fact and opinion. The first three are done for you as examples.

(Continued)

www.EnglishPro.ir

F 1. Snitches contribute to wrongful convictions in 15 percent of cases.

O 2. Forensic scientists and prosecutors presented fraudulent, exaggerated, or otherwise tainted evidence to the judge or jury, which led to the wrongful conviction.

F/O 3. . . . more innocent people gain their freedom through postconviction testing. They are not proof, however, that our system is righting itself.

____ 4. The average sentence served by DNA exonerees has been 12 years.

____ 5. The common themes that run through these cases cannot be ignored and continue to plague our criminal justice system.

____ 6. Exonerations have been won in 31 states and Washington, D.C.

____ 7. These stories are becoming more familiar as more innocent people gain their freedom through postconviction testing.

____ 8. False confessions are another leading cause of wrongful convictions. Twenty-five percent of cases involve a false confession or incriminating statement made by the defendant.

____ 9. Whenever snitch testimony is used, the Innocence Project recommends that the judge instruct the jury that most snitch testimony is unreliable, as it may be offered in return for deals, special treatment, or the dropping of charges.

____ 10. Prosecutors should also reveal any incentive the snitch might receive, and all communication between prosecutors and snitches should be recorded.

Types of Support for Arguments

Recognizing a fact and an opinion as well as a mixed statement that contains both fact and opinion is the first step in evaluating an argument. However, understanding different ways that an author presents both facts and opinions to support his or her point of view will help you become a more informed critical reader. You know that an author can use facts to support his or her point of view, which is his or her opinion. An author will also use other types of support to lend credence or believability to his or her argument. When an author backs up the main idea (that is, his or her point of view), one of these five types of support can be used.

1. **Facts.** As you learned, facts are supporting points that can be verified, or proved. Make sure the facts that are used to reinforce the point are directly related to the point. Statistics are a type of supporting fact. While these numbers or results could be verified (i.e., they can be traced to a study or report), do not always assume statistics prove the main idea without question. For example, statistics used out of their original context can be misleading. Often there are statistics from another source that could be used for equally verifiable counterargument! Furthermore, the *interpretation* of statistics blurs the line between fact and fiction or opinion. For example, consider the research study in Application 1 on page 513. Notice how the results and discussion sections are combined,

www.EnglishPro.ir

While the results are fact insofar as the analysis is based on statistics, what these results mean (the discussion) is open to interpretation! Similarly, while textbooks appear to contain factual, objective information, be aware that the author may be biased if all opposing points of view on the subject are not mentioned.

2. **Reasons.** Authors also use *reasons* to support their point of view. Reasons are opinions based on facts. Reasons are logical arguments, although they are not usually verifiable (provable). In other words, a counterargument could use equally valid reasons to support the opposing point of view.

3. **Examples.** *Examples* are supporting points that illustrate or clarify the author's point of view. These may be logical and reasonable, but cannot be verified like facts or statistics. Examples often support reasons. Examples are usually found in a series of specific statements or descriptions that support an overall point.

4. **Testimony.** This type of support is used when an author cites an expert witness or someone seen to be an authoritative source to comment on, and back up, the overall point. Testimony can also be a quote from someone involved in an issue. Testimony may be based on facts to some extent, but it is *someone's opinion based on facts.* Testimony can also derive from eyewitness accounts that are not always accurate. While eyewitness testimony can carry substantial weight, particularly if the testimony was reported to an official source, this does not mean that the report is accurate or indisputable. The eyewitness could have misconstrued the event or misrepresented the information. An example of testimony is testimony in court, in which a person testifies by answering the questions of a prosecutor or defense attorney, or an expert witness passes judgment relevant to the trial proceedings.

5. **Counterarguments.** A writer can use counterargument (as do lawyers in court) to first outline what the opposing side argues and *then prove the opposing side wrong or point out errors in reasoning.* This is a very effective method of debate because it undercuts the arguments of the opposing side. To counterargue, an author can use facts, reasons, examples, or testimony.

In the example below, note how the author first reports a misconception on the side of those who are in favor of the death penalty, then goes on to argue why those in favor of the death penalty are wrong. Also note that the author is arguing *against* the death penalty, but saying what those *in favor of* the death penalty say and arguing that they are wrong.

> Those who argue for the death penalty cite that it costs tax payers less to execute an inmate than to incarcerate the inmate for life. Frankly, this argument is, at best, misguided and, at worst, wrong since it costs far more to finance the legal appeals process for a prisoner on death row whose life ends in execution than it does to finance a life sentence.

This example is one of fact and opinion.

> **Opinion:** This argument is, at best, misguided and, at worst, wrong . . .
>
> **Fact:** It costs far more to finance the legal appeals process for a prisoner on death row whose life ends in execution than it does to finance a life sentence.

However, the author does not provide specifics to support her saying that it costs more for taxpayers to support someone on death row than to keep that prisoner incarcerated for life. The author could provide some substantial or specific facts to support the claim that life-in-prison sentences cost taxpayers

www.EnglishPro.ir

less money by citing documented costs of housing a prisoner for life in prison compared with the total cost of housing a prisoner, funding the legal appeals process, and, ultimately, executing the prisoner. As a critical reader, you do not want to accept what an author writes at face value. Chapter 8 will give you the tools to evaluate an argument effectively. However, Table 7.1 lists some initial questions you can ask yourself regarding an author's point of view and supporting arguments to begin to delve beneath the surface of what is said and formulate your own opinion about an argument.

TABLE 7.1 IDENTIFYING THE TYPE OF SUPPORT FOR A POINT OF VIEW

FACT	OPINION		FACT OR OPINION	
FACTS	REASONS	EXAMPLES	TESTIMONY	COUNTERARGUMENT
• Numbers • Statistics • Verifiable events	• Informed opinion • Logical arguments • Reasoned conclusions	• Lists in support • Names • Dates • Events • Specific cases	• Expert witnesses • Expert opinion	• Laying out the other side's points and finding fault with them
IS THE SUPPORT EFFECTIVE? ASK THESE QUESTIONS				
Are the facts verifiable? Are the statistics interpreted and, therefore, part opinion?	Are the arguments logical? Are the conclusions reasonable?	Are the lists or other examples directly relevant to the point being proven?	Are the experts qualified to pass judgment?	Are the opponents' points clearly and convincingly disproven?

Thinking It Through IDENTIFYING FACT, OPINION, AND SUPPORT FOR POINT OF VIEW

Here is an excerpt from an article about an inmate who was exonerated (later found to be not guilty) well into his prison sentence. Notice the commentary that indicates whether a particular sentence or phrase is fact or opinion; also, note the types of support the author uses for his arguments.

www.EnglishPro.ir

Wrongly Convicted
by Terry Golway

1 Scott Fappiano spent more than 20 years in prison in New York. He was convicted of a brutal crime in 1985—the rape of a woman married to a police officer in Brooklyn.

Fact: can be verified

2 His trial was not exactly open and shut. Although the victim identified Fappiano as her attacker by looking at photographs, he was, in fact, about five inches shorter than the man she had described, and he had shorter hair. Extensive blood tests failed to establish any connection between Fappiano and the crime. Nevertheless, in 1985 he was convicted of the crime and sentenced to 50 years.

Opinion
Counterargument—citing the "other side's" perspective and then undercutting the argument

Fact—but this information is support for the opinion that the trial was not "exactly open and shut." Therefore, the support are examples.

3 He is free today because a group called The Innocence Project took up his case, demanded DNA testing, and proved what Fappiano had said all along: He was innocent. The State of New York, which had custody of him for nearly half of his 44 years on earth, released him earlier this year.

Fact that he is free and that he was backed by The Innocence Project and had DNA testing done; opinion that it is *because* of The Innocence Project that he is free. The author uses reasons to support his claim that The Innocence Project directly freed the inmate.

4 What do you say when you have spent more than 20 years in prison for a crime you didn't commit? Scott Fappiano simply said he was glad his ordeal was over and that the injustice had come to an end. His 69-year-old mother said she felt that her son had been kidnapped, but finally had returned.

While he may well feel this way, this is his opinion; the type of support for his claim that he is glad to be free is reasons.

That the mother said this may be a fact, but her feelings are an opinion; it is the mother's testimony or direct speech that she feels her son was "kidnapped."

5 In a sense, he was kidnapped—an innocent person taken away against his will by an imperfect justice system, imperfect because it is administered by flawed human beings who probably get it right most of the time but clearly not all of the time.

Opinion—the author uses reasons to support his claim that the justice system was imperfect.

(Continued)

www.EnglishPro.ir

Fact that he received a long sentence.

Opinion—notice the phrase ought to, which implies a value judgment; the support for the claim is a reason why society should rethink the death penalty.

6 Scott Fappiano received a long sentence for a crime he did not commit. How many prisoners in the United States today have received a far worse sentence—death—for crimes they did not commit? At a time when Americans have embraced the death penalty with unseemly enthusiasm, this question ought to haunt prosecutors, judges, and juries.

You can see from the example that finding facts and opinions can sometimes be straightforward; sometimes, it is complicated to separate what is a logical reason from a fact, since some statements can blur that line.

On Your Own IDENTIFYING FACT, OPINION, AND SUPPORT FOR POINT OF VIEW

Consider the rest of the "Wrongly Convicted" passage here. In the margins, note whether each passage is a fact or opinion. Highlight facts and underline opinions. Also, identify the type of support used in each section of the reading. The first two paragraphs have been completed as examples.

	FACT OR OPINION?	TYPE OF SUPPORT?
1 Death penalty advocates argue that the system has built-in checks and procedures that nearly eliminate the chance that an innocent person could be convicted of a capital crime and sentenced to death. But is that really the case?	Opinion	Testimony

www.EnglishPro.ir

	FACT OR OPINION?	TYPE OF SUPPORT?
2 In 1991 a man named Jeffrey Mark Deskovic was convicted of raping and murdering a young woman in Peekskill, N.Y. New York did not have a death penalty statute at the time because two successive New York governors, Hugh Carey and Mario Cuomo, vetoed death-penalty legislation annually. Had they not done so, Jeffrey Mark Deskovic surely would have received a death sentence.	Fact Fact/Opinion Opinion	Fact. Paragraph 2 is a counter-argument to the statement in paragraph 1. Reason
3 But he did not commit that crime. He maintained his innocence for years and asked the local prosecutor, Jeanine Pirro, to examine DNA evidence that he believed would prove his case. The prosecutor's office declined to do so. But earlier this year, the Innocence Project took up Deskovic's case, a new prosecutor looked at the DNA evidence, and Deskovic was cleared of the crime after spending 15 years in prison.		
4 Without the support of the Innocence Project, Deskovic, Fappiano, and other wrongly convicted people in New York and elsewhere might still be in prison. The staff and lawyers of this not-for-profit legal clinic deserve the gratitude of all who pray for justice, for the clinic's mission is nothing less than the overturning of injustice. In the last year alone, the Innocence Project has helped free five prisoners wrongly convicted of murder in New York.		
5 The Innocence Project relies on DNA evidence to return the unjustly convicted to freedom. Since 1989, nearly 200 people have been released, because of DNA evidence, from prison for crimes they did not commit. The Innocence Project is pushing for the routine collection of genetic material from convicted felons. That seemingly sensible proposition, however, has drawn some opposition from civil libertarians, who fear the growth of government-maintained DNA databases.		

(Continued)

www.EnglishPro.ir

	FACT OR OPINION?	TYPE OF SUPPORT?
6 With two million people serving time in American prisons, the Innocence Project's mission could hardly be more urgent. How many of those two million have been wrongly convicted? The number certainly is small, but the presence of even one innocent person in prison mocks the very notion of justice. Once imprisoned, as Deskovic discovered, inmates and their continued pleas of innocence generally go unheard. Judges, prosecutors, and the public at large generally do not regard convicted felons as sympathetic or credible figures.		
7 All of this, of course, takes on even greater import when the death penalty becomes part of the equation. We know, thanks to the Innocence Project, that people have been wrongly convicted of crimes. Shouldn't that give death penalty supporters pause? Do they believe that the system is flawless, or do they believe that the occasional innocent executed in the name of justice is the tragic price we must pay for law and order?		
8 After Deskovic was released earlier this year, Barry Scheck, a lawyer who has been one of the driving forces behind the Innocence Project, directed his remarks to death penalty supporters. "This is the fifth man to be exonerated in a murder case in New York State in the past 10 months," he noted. "And for all those who are thinking that it might be a good idea to reinstate capital punishment in this state, please, please, please look at the evidence in front of you."		
9 The evidence in front of New Yorkers—in front of all of us—was a live human being wrongly sent to prison for murder he didn't commit. He lost 15 years of his life thanks to a miscarriage of justice.		
10 But at least he did not lose his life. Do we really wish to take that risk?		

www.EnglishPro.ir

Thinking It Through MAPPING AN ARGUMENT AND RECOGNIZING SUPPORT

Apply what you have learned about mapping arguments earlier in this chapter to what you have learned about types of support and recognizing both fact and opinion. After you have applied your skills of marking the text and annotating in the margins, consider the types of support the author uses for each argument he makes to back up his point of view. In this activity and the next, you will read two articles featuring opposing positions about the death penalty and wrongful convictions. *Pro,* which means "yes," indicates that the author holds a point of view *in favor* of the issue. *Con,* which means "no," indicates that the author's point of view is *not in favor* of, or is *opposed to,* the issue. Read the article and then write the answers to the questions in the margin. Consider these questions as you read: What is the author's point of view? What are the key arguments the author uses to support his point of view? What types of support are used to back up each key argument? Are these supports fact or opinion? Afterwards, read the explanation following the reading.

The types of support and whether the arguments are fact or opinion are indicated in parentheses. The mapping of the argument follows the passage.

Pro

Should States Adopt Moratoriums* on Executions?

by Barry Scheck

What is the issue?

1 Post-conviction DNA testing has exonerated 162 inmates (and counting), identified numerous real assailants, and proved the innocence of 14 men sentenced to death. These exonerations have not just demonstrated the real risk of executing an innocent person, but also exposed serious weaknesses in the state criminal-justice systems, indicating that moratoria are needed on executions.

Fact

Opinion—reasons

2 DNA testing is not a panacea; it will not make any state's death penalty fair, accurate, or just. It does not offer probative evidence in the vast majority of criminal cases. Indeed, DNA exonerations have created a learning moment, an opportunity to deal with the causes of wrongful conviction that victimize the innocent and allow the real criminals to go free: Mistaken eyewitness identification, false confessions, incompetent defense lawyers, poor forensic science, and law enforcement misconduct. These issues can

Opinion—reasons, followed by a list of examples

(Continued)

*Moratorium means to put a stop to executions altogether.

www.EnglishPro.ir

and must be addressed to prevent execution of the innocent.

Opinions—reasons and testimony from president

3 This is the heart of the death penalty moratorium debate. Reasonable people can differ about the morality of capital punishment. But it is not reasonable to excuse inequities in the administration of capital punishment. As the president has acknowledged, capital lawyers are not adequately trained or properly funded. Until the American Bar Association's Guidelines for the Administration of Capital Punishment are implemented, no citizen can be confident about the guilt of all death row inmates.

Reasons to consider; fact of execution; opinion that "nothing could be done"; fact that Willingham had been executed

4 Consider as well scientific advances that come too late. Texas executed Cameron Willingham in 2004 despite exhortations from a leading expert that the arson evidence underlying Willingham's murder conviction was proven false by new scientific data. Soon afterward, Texas exonerated Ernest Willis from his arson/murder death sentence when prosecutors agreed with the same expert and science offered in Willingham's case. Nothing could be done for Willingham—likely an innocent man—because the state had already killed him.

Opinions; list of examples to back up reasons, counterarguing opponents

5 Are fair-minded supporters of capital punishment willing to make the system fair and accurate? Should Louisiana, whose indigent-defense system was already in fiscal crisis, spend millions now to pursue executions? Why not invest in better crime labs, decent defense counsel, and eyewitness and police reforms? How can states fail to enact these good law enforcement measures that protect against wrongful executions and help apprehend real murderers?

Point of view and opinion.

6 Until states address these known systemic failures, they must impose moratoria on executions.

Mapping the Argument

1. **Issue:** *Whether or not states should adopt a moratorium on executions.*
2. **Point of View:** *Yes, states should adopt a moratorium on executions.*

   Supporting Argument 1: *Post-conviction DNA testing has exonerated 162 inmates (and counting), identified numerous real assailants, and proved the innocence of 14 men sentenced to death.*

www.EnglishPro.ir

Supporting Argument 2: *Issues of DNA exonerations have created a learning moment and we must address the causes of wrongful conviction that victimize the innocent and allow the real criminals to go free: Mistaken eyewitness identification, false confessions, incompetent defense lawyers, poor forensic science, and law enforcement misconduct.*

Supporting Argument 3: *It is not reasonable to excuse inequities in the administration of capital punishment.*

Supporting Argument 4: *Scientific advances come too late (after an inmate falsely accused is executed).*

Supporting Argument 5: *Fair-minded supporters of capital punishment must be willing to make the system fair and accurate before the death penalty is used.*

Notice how each of the supporting arguments functions to support the point of view directly. You should be able to say, "Therefore, there must be a moratorium on executions" after each argument is expressed. Double check the arguments above. Does each argument logically lead to the conclusion "Therefore, there must be a moratorium on executions"?

On Your Own MAPPING AN ARGUMENT AND RECOGNIZING SUPPORT

Read and mark the text of this article. As you read, note whether the arguments are fact or opinion. After reading, identify the major arguments and determine the type of support used for each. Follow these steps to guide your reading and mapping of the argument.

1. What is the issue?
2. What is the author's point of view about the issue?
3. What are the key arguments the author uses to support his point of view?
4. Given the key arguments in support of the author's point of view, what type of support is used to back up each argument? Is each type of support fact or opinion?

Con

Should States Adopt Moratoriums on Executions?

by Kent Scheidegger

1 Should the execution of Danny Rolling stay on hold when his current, and hopefully last, appeal is decided? That is what the moratorium backers propose. They want to hold

(Continued)

www.EnglishPro.ir

every execution in America, regardless of how clear the murderer's guilt or how clearly deserved his sentence. They have yet to come up with a single convincing reason for such a drastic step.

2 There is no doubt whatever of Rolling's guilt. It was proven by both DNA and his confession. In a spree of rape, mutilation, and murder, he killed five college students in Gainesville, Florida, in 1990. Eleven years have passed since his sentence, while multiple courts have repeatedly considered and rejected arguments that have nothing to do with guilt or innocence.

3 This is not unusual. Only a handful of capital cases involve genuine questions of innocence. By all means, we should put those few on hold as long as it takes to resolve the questions, and the governor should commute the sentence if a genuine doubt remains. At the same time, we should proceed with the justly deserved punishment in the many cases with no such questions, and considerably faster than we do now.

4 The other arguments against the death penalty have failed. The claim of discrimination against minority defendants is refuted by the opponents' own studies. So, too, is the claim of bias on the race of the victim, when the data are properly analyzed.

5 It has also been shown that lawyers appointed to represent the indigent get the same results on average as retained counsel. For example, Scott Peterson, with the lawyer to the stars, sits on death row, while the public defender got a life sentence for the penniless Unabomber. The mitigating circumstance of Theodore Kaczynski's mental illness made the difference, not the lawyers.

6 On the other hand, a powerful reason for the death penalty becomes clearer every year. Study after study confirms that the death penalty does deter murder and does save innocent lives when it is actually enforced.

7 Conversely, delay in execution and the needless overturning of valid sentences sap the deterrent effect and kill innocent people.

8 To minimize the loss of innocent life, the path is clear. Take as long as we need in the few cases where guilt is in genuine question and proceed to execution in a reasonable time in a great bulk of cases where it is not.

Now map the argument using the following chart.

Issue: _____

Author's Point of View (conclusion about the issue): _____

_____

www.EnglishPro.ir

SUPPORTING ARGUMENT	TYPE OF SUPPORT	FACT OR OPINION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Which of the two points of view about whether or not states should adopt moratoriums on executions do you believe provides the best support and the most convincing argument?

_____

_____

_____

_____

_____

www.EnglishPro.ir

VOCABULARY STRATEGY

Recognizing Bias and Tone: Denotation, Connotation, and Loaded Language

A critical reader pays attention to the language an author uses to influence the emotions of a reader and that is, therefore, "high-inference" language. To draw these inferences as a critical reader, you need to understand the difference between denotative and connotative language. In addition, you need to understand how an author's use of language reveals his or her bias and tone.

Connotation and Denotation

The **connotative** meaning of words refers to the varied emotions, or references, a word may conjure in the mind of the reader. The connotation of a word has to do with the associations that are created in the mind of the reader. Many connotations of language can be attributed to culture or the learned associations passed on within a group of people from generation to generation.

The **denotative** meaning of a word is the straightforward, dictionary definition of that word. The denotative value of a word does not have anything "read" into it. Literal language and the denotative meanings of words are the same thing.

Consider the following examples.

> The word *moon* on a denotative level means "the earth's natural satellite, orbiting the earth at a mean distance of 238,857 miles (384,393 km) and having a diameter of 2,160 miles (3,476 km)."
>
> —Dictionary.com

In the first example, a dictionary definition of the word *moon* is presented: the information is scientific, objective, detached. However, on a connotative level, the word *moon* may imply or symbolize several different meanings: Notice the symbolism in the photo of the tarot card on the following page. In this second example, associations that are typically made with the word *moon* are communicated: these are the connotative "meanings" or values of the word. Read the following examples that further illustrate the connotative implications of the word *moon*.

- The word *moon* derives from the Greek word *luna*. We know this when we stop and think because the adjective for *moon* is *lunar*. From the same root comes the English word *lunatic*, an adjective, and the word *lunacy*, a noun—both indicating insanity.
- When you consider the moon, especially a full moon, as it often appears in popular culture, such as in films, it can symbolize romance, the unknown, or the unapproachable. Sometimes the word *moon* even connotes horrific happenings: Consider the image of a wolf howling at the moon and the derivation of werewolves, as in the tarot card.

www.EnglishPro.ir

- Because almost all gods of the moon are female in traditional cultures, (and therefore appropriately termed *goddesses*), the moon sometimes can symbolize the feminine. It is often connected with the fertility cycle and the female menstrual cycle, which parallel the cycle of the moon, intuition, and the subconscious.

Mary Evans Picture Library/Alamy

Clearly, we can see that the denotative and connotative meanings of the word *moon* are very different.

Most people who share a cultural tradition have learned the connotations of certain words. For example, consider these words.

- communism
- democracy
- God

While the words themselves have neutral denotations, what you associate with the word may be either positive or negative, depending on your background and culture. For the majority of U. S. citizens, the first word would have negative connotations (because most of them have been taught that communism is "bad"), and the two following words would have positive connotations.

Some words have connotations that may be positive or negative, depending on a person's point of view and life experience. For example, what kinds of connotations do *dentist, welfare,* and *money* carry for you?

Bias and Tone

In controversial writing—writing in which an author has a point of view about an issue—**bias,** or the side the author takes on an issue, is directly related to the **tone**, or underlying attitude, he or she has about his or her subject (see Chapter 4—Vocabulary Strategy). Bias and tone, then, are directly related. If an author has a distinct point of view about an issue, then he or she has an attitude or underlying opinion about that issue. In persuasive or prescriptive writing, an author's primary purpose is to get the reader to agree with his or her point of view. In neutral or objective writing, the author conveys facts with little or no underlying attitude.

The author has two elements at his or her disposal to persuade the reader to accept his or her point of view about an issue: the choice of words and the style of writing.

In a persuasive piece of writing, an author's choice of words, or diction, is extremely important. After all, the author has only words to convince the reader! Because the author only has words and a style in which those words are arranged, he or she will be very deliberate in selecting particular vocabulary to

www.EnglishPro.ir

covey his or her message. Most authors are acutely aware of the connotations of the words and phrases they choose.

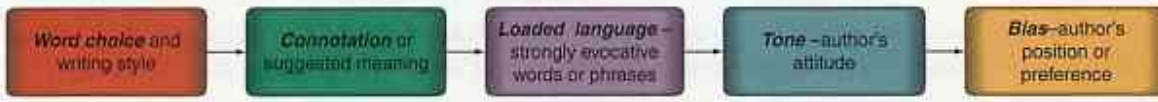
Loaded Language

Heavily biased words and phrases are referred to as **loaded language,** or words and phrases that an author chooses to convey a point of view and that reveal bias. A word or phrase is considered loaded if it suggests strong connotations—whether negative or positive—beyond its strict dictionary, or denotative, definition. A reader who is not aware of loaded language can misconstrue the author's point. Persuasive writing is manipulative, which is not always a negative. After all, it is the author's job to persuade. He or she will use whatever means are available to do so.

Loaded language reveals a great deal about an author's attitude or tone. You can tell if an author is angry, sad, frustrated, excited, arrogant, disturbed by, or disgusted with a subject from her or his diction—her or his choice of words. Also, you can make an inference about the author's political position or social position, level of education, worldview, and so on from the sort of language that she or he uses. Furthermore, the author's choice of words and style of writing may reveal the nature of the audience for whom her or his writing is intended.

TABLE 7.2 LOOKING AT LANGUAGE CRITICALLY

CONNOTATION	DENOTATION	LOADED LANGUAGE	TONE	BIAS
The suggested implications of a word or phrase, either positive or negative, based on cultural conditioning or individual experience	The dictionary or literal interpretation of a word without symbolic or emotional load	A word or phrase carries connotation—either positive or negative associations—beyond its strict denotative meaning	The author's underlying attitude or emotion toward the subject as revealed by words or writing style	The author's side on an issue as revealed by choice of words and tone



Consider this extract from a reading presented earlier in this chapter. Determine the author's underlying attitude, or tone, as well as which words in particular have connotations that reveal his feelings about the issue, or loaded language:

> At a time when Americans have embraced the death penalty with unseemly enthusiasm, this question ought to haunt prosecutors, judges, and juries.

www.EnglishPro.ir

Here, the author is certainly not objective. He is clearly opposed to the death penalty. His tone is one of horror regarding the errors made in death penalty cases. How do we know this? Consider the phrases "this question ought to haunt prosecutors" and "unseemly enthusiasm." *Haunt* is an interesting word to choose—it implies that some grave injustice has been done and that those in error shall not rest and will be tormented by their unjust deeds. *Haunt* is a heavily loaded word that tells us that the author is opposed to the death penalty. Similarly, *unseemly* means "not decent or proper." Here, the writer clearly is critical of those Americans who support the death penalty, isn't he? Again, the author chose to use words that convey disgust and horror at the justice system and toward Americans who support the death penalty. His tone is one of anger and outrage as well as horror and shock.

Consider the following examples. What do the circled loaded words or phrases imply about the author's attitude toward the subject?

> What do you say when you have spent more than 20 years in prison for a crime you didn't commit? Scott Fappiano simply said he was glad his ordeal was over and that the injustice had come to an end. His 69-year-old mother said she felt that her son had been kidnapped, but finally had returned.

What is the author's tone? The tone evident in this passage is one of anger.—In this case, the state is regarded as a criminal.

> The staff and lawyers of this not-for-profit legal clinic deserve the gratitude of all who pray for justice, for the clinic's mission is nothing less than the overturning of injustice.

What is the author's tone? The tone in this passage is one of thankfulness and gratitude toward those who serve justice over injustice.

> Soon afterward, Texas exonerated Ernest Willis from his arson/murder death sentence when prosecutors agreed with the same expert and science offered in Willingham's case. Nothing could be done for Willingham—likely an innocent man—because the state had already killed him.

What is the author's tone? The tone in this passage is one of anger: The state is guilty of murder.

On Your Own RECOGNIZING LOADED LANGUAGE

Independently or with a partner, consider the following passages. What is the author's tone in each? What loaded language reveals that tone? Underline loaded words or phrases that suggest tone. Write the tone suggested by the words in the space provided. Be prepared to discuss your ideas with the class.

(Continued)

www.EnglishPro.ir

1. How many of those two million have been wrongly convicted? The number certainly is small, but the presence of even one innocent person in prison mocks the very notion of justice.

   Tone: _____

2. All of this, of course, takes on even greater import when the death penalty becomes part of the equation. We know, thanks to the Innocence Project, that people have been wrongly convicted of crimes. Shouldn't that give death penalty supporters pause? Do they believe that the system is flawless, or do they believe that the occasional innocent executed in the name of justice is the tragic price we must pay for law and order?

   Tone: _____

3. And for all those who are thinking that it might be a good idea to reinstate capital punishment in this state, please, please, please look at the evidence in front of you.

   Tone: _____

4. The evidence in front of New Yorkers—in front of all of us—was a live human being wrongly sent to prison for murder he didn't commit. He lost 15 years of his life thanks to a miscarriage of justice.

   Tone: _____

5. Forensic scientists and prosecutors presented fraudulent, exaggerated, or otherwise tainted evidence to the judge or jury, which led to the wrongful conviction.

   Tone: _____

UNDERSTANDING GRAPHICS

Distinguishing Fact from Opinion in Visuals

When reading graphics, it is also important to determine what is fact and what is opinion. Any projection of a future trend is, of course, opinion, as it has not yet happened. However, a projection might be a *reasonable inference,* or an educated guess, based on facts that can be verified. To obtain future projection numbers, researchers use statistics to determine what is *likely* to happen (opinion) based on what has *already* happened (fact).

www.EnglishPro.ir

To determine facts versus opinions in graphics, follow these steps.

1. Determine the topic, structure, and most important point of the visual.
2. Determine which part of the information is verifiable, or fact, and which part of the information is a projection, or a reasonable inference (therefore an opinion), based on already verified factual information.

Here is an excerpt featuring a graph of the U. S. prison population from 1980 to 2011.

Growth

- Over the next five years, the nation's prison population is projected to increase almost three times as quickly as its resident population.
- The projected 13 percent prison population increase over the next five years exceeds the rate of growth for the five-year period beginning in 2000 (9.9 percent).

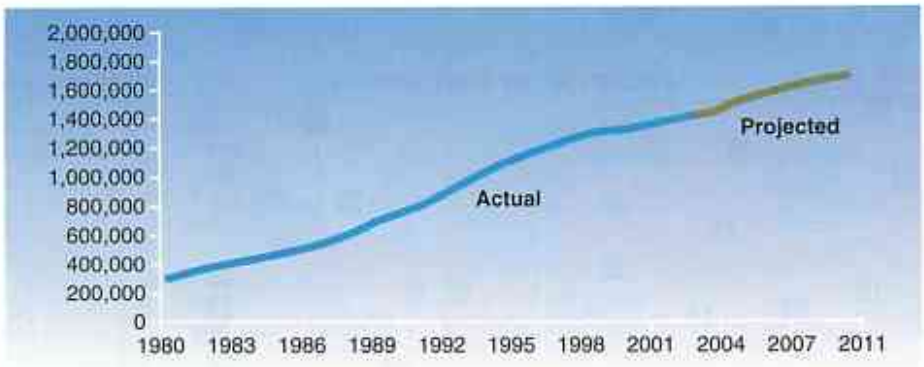


FIGURE 7.1
National Prison Population 1980–2011

At the time of the publication of these statistics in 2006, the figures that refer to prison populations in the future are estimated. Therefore, the projected prison population growth is an opinion, not a fact. The information on the number of inmates incarcerated from 1980 until the point of publication (2006), however, is a fact because it can be verified.

In the year 1980 (the earliest point on the graph), the U. S. prison population was about three hundred thousand people. The graph projects that, if the prison population continues to rise at a steady rate, it is predicted to increase 13 percent, and to reach almost 1.8 million people by 2011.

www.EnglishPro.ir

On Your Own DISTINGUISHING FACT FROM OPINION IN VISUALS

With a partner or in small groups, examine the following graphs related to crime and punishment. Determine key points and structure as outlined in previous chapters. Then decide what is fact and what is opinion in each of the graphics. To determine facts versus opinions in graphics, follow these steps.

- Determine the topic, structure, and most important point of the visual.
- Determine which part of the information is verifiable, or fact, and which part of the information is a projection, or a reasonable inference (therefore an opinion), based on already verified factual information.

1. U. S. executions by state

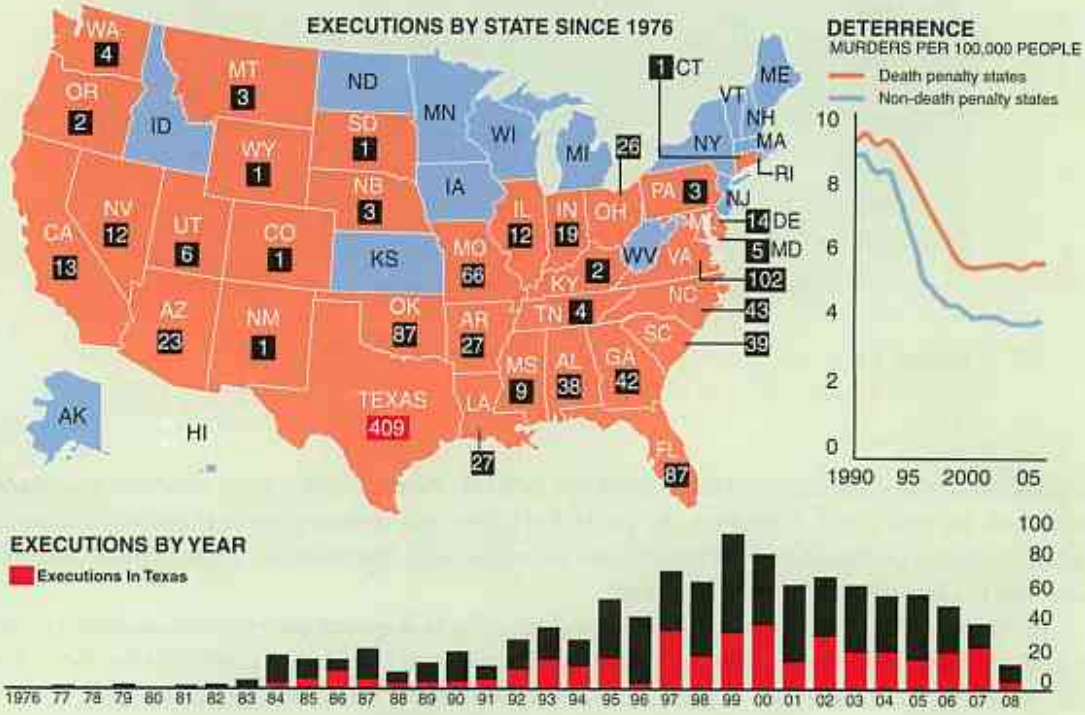


FIGURE 7.2
Grim Toll: How the U. S. Deploys the Death Penalty

Topic, structure, and most important point: _____

_____

www.EnglishPro.ir

_____

_____

Fact or opinion: _____

_____

2. Inmate population growth in California

FIGURE 7.3
Inmate Population Projected to Grow Modestly

Topic, structure, and most important point: _____

_____

_____

_____

Fact or opinion: _____

_____

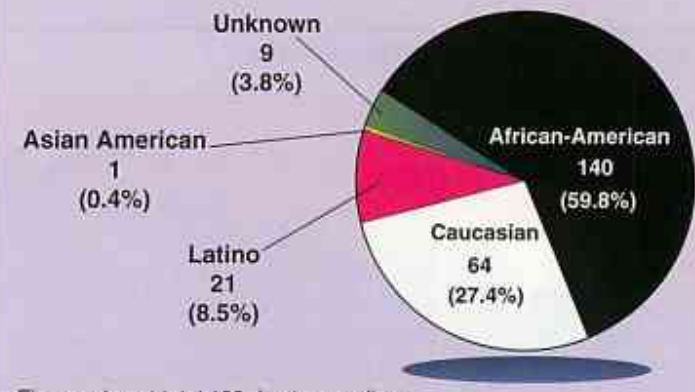
(Continued)

www.EnglishPro.ir

3. Exonerations by race

Nearly 60 percent of the 235 convicted prisoners who have been exonerated by DNA evidence since 1989—when the first exoneration occurred—have been black. That's more than any other race and more than twice the number of Caucasians.

Race of Prisoners Exonerated by DNA Since 1989



• Figures do not total 100 due to rounding.
Source: Innocence Project, April 14, 2009

FIGURE 7.4
Most DNA Exonerees Are Black

Topic, structure, and most important point: _____

_____

_____

_____

Fact or opinion: _____

_____

www.EnglishPro.ir

Applications

APPLICATION 1

Here is a research study on the subject of false confessions. References to the work of this author, Saul Kassin, are in the readings for the pre-assessment and Application 3 in this chapter. Follow the process for reading research studies shown here. Then answer the questions that follow the study.

1. Read the abstract to get an overview of the study. Reading the abstract is like previewing the study.
2. Read the introduction to clarify the subject of the study. Focus on the last paragraph, where the hypothesis is usually discussed.
3. Read the discussion section to understand the research conclusions and the overall findings of the study.
4. Go back and read the methods section. This information is very detailed and contains all the steps in the research process.
5. Read the results section for major findings. Unless you are proficient in statistics, this section is very dense, so read it for an overall grasp of the outcomes rather than for mathematical details, unless you are reading the study for a class that requires detailed knowledge of the results.
6. Carefully reread the discussion section to solidify your understanding of the information as well as the implications of the study.
7. If your purpose for reading the study is more detailed, go back and read the study through again. Take notes.

The Social Psychology of False Confessions: Compliance, Internalization, and Confabulation

by Saul M. Kassin and Katherine L. Kiechel

1 *An experiment demonstrated that false incriminating evidence can lead people to accept guilt for a crime they did not commit. Subjects in a fast- or slow-paced reaction time task were accused of damaging a computer by pressing the wrong key. All were truly innocent and initially denied the charge. A confederate then said she saw the subject hit the key or did not see the subject hit the key. Compared with subjects in the slow-pace/no-witness group, those in the fast-pace/witness group were more likely to sign a confession, internalize guilt for the event, and confabulate details in memory consistent with that belief. Both legal and conceptual implications are discussed.*

www.EnglishPro.ir

2 In criminal law, confession evidence is a potent weapon for the prosecution and a recurring source of controversy. Whether a suspect's self-incriminating statement was voluntary or coerced and whether a suspect was of sound mind are just two of the issues that trial judges and juries consider on a routine basis. To guard citizens against violations of due process and to minimize the risk that the innocent would confess to crimes they did not commit, the courts have erected guidelines for the admissibility of confession evidence. Although there is no simple litmus test, confessions are typically excluded from trial if elicited by physical violence, a threat of harm or punishment, or a promise of immunity or leniency, or without the suspect being notified of his or her Miranda rights.

3 To understand the psychology of criminal confessions, three questions need to be addressed: First, how do police interrogators elicit self-incriminating statements (i.e., what means of social influence do they use)? Second, what effects do these methods have (i.e., do innocent suspects ever confess to crimes they did not commit)? Third, when a coerced confession is retracted and later presented at trial, do juries sufficiently discount the evidence in accordance with the law? General reviews of relevant case law and research are available elsewhere (Gudjonsson, 1992; Wrightsman & Kassin, 1993). The present research addresses the first two questions.

4 Informed by developments in case law, the police use various methods of interrogation, including the presentation of false evidence (e.g., fake polygraph, fingerprints, or other forensic test results; staged eyewitness identifications), appeals to God and religion, feigned friendship, and the use of prison informants. A number of manuals are available to advise detectives on how to extract confessions from reluctant crime suspects (Aubry & Caputo, 1965; O'Hara & O'Hara, 1981). The most popular manual is Inbau, Reid, and Buckley's (1986) *Criminal Interrogation and Confessions,* originally published in 1962, and now in its third edition.

5 After advising interrogators to set aside a bare, soundproof room absent of social support and distraction, Inbau et al. (1986) describe in detail a nine-step procedure consisting of various specific ploys. In general, two types of approaches can be distinguished. One is *minimization,* a technique in which the detective lulls the suspect into a false sense of security by providing face-saving excuses, citing mitigating circumstances, blaming the victim, and underplaying the charges. The second approach is one of *maximization,* in which the interrogator uses scare tactics by exaggerating or falsifying the characterization of evidence, the seriousness of the offense, and the magnitude of the charges. In a recent study (Kassin & McNall, 1991), subjects read interrogation transcripts in which these ploys were used and estimated the severity of the sentence likely to be received. The results indicated that minimization communicated an implicit offer of leniency, comparable to that estimated in an explicit-promise condition, whereas maximization implied a threat of harsh punishment, comparable to that found in an explicit-threat condition. Yet although American courts routinely exclude confessions elicited by explicit threats and promises, they admit those produced by contingencies that are pragmatically implied.

www.EnglishPro.ir

6 Although police often use coercive methods of interrogation, research suggests that juries are prone to convict defendants who confess in these situations. In the case of *Arizona* v. *Fulminante* (1991), the U. S. Supreme Court ruled that under certain conditions, an improperly admitted coerced confession may be considered upon appeal to have been nonprejudicial, or "harmless error." Yet mock-jury research shows that people find it hard to believe that anyone would confess to a crime that he or she did not commit (Kassin & Wrightsman, 1980, 1981; Sukel & Kassin, 1994). Still, it happens. One cannot estimate the prevalence of the problem, which has never been systematically examined, but there are numerous documented instances on record (Bedau & Radelet, 1987; Borchard, 1932; Rattner, 1988). Indeed, one can distinguish three types of false confession (Kassin & Wrightsman, 1985): *voluntary* (in which a subject confesses in the absence of external pressure), *coerced-compliant* (in which a suspect confesses only to escape an aversive interrogation, secure a promised benefit, or avoid a threatened harm), and *coerced-internalized* (in which a suspect actually comes to believe that he or she is guilty of the crime).

7 This last type of false confession seems most unlikely, but a number of recent cases have come to light in which the police had seized a suspect who was vulnerable (by virtue of his or her youth, intelligence, personality, stress, or mental state) and used false evidence to convince the beleaguered suspect that he or she was guilty. In one case that received a great deal of attention, for example, Paul Ingram was charged with rape and a host of satanic cult crimes that included the slaughter of newborn babies. During 6 months of interrogation, he was hypnotized, exposed to graphic crime details, informed by a police psychologist that sex offenders often repress their offenses, and urged by the minister of his church to confess. Eventually, Ingram "recalled" crime scenes to specification, pleaded guilty, and was sentenced to prison. There was no physical evidence of these crimes, however, and an expert who reviewed the case for the state concluded that Ingram had been brainwashed. To demonstrate, this expert accused Ingram of a bogus crime and found that although he initially denied the charge, he later confessed and embellished the story (Ofshe, 1992: Wright, 1994).

8 Other similar cases have been reported (e.g., Pratkanis & Aronson, 1991), but, to date, there is no empirical proof of this phenomenon. Memory researchers have found that misleading postevent information can alter actual or reported memories of observed events (Loftus, Donders, Hoffman, & Schooler, 1989; Loftus, Miller, & Burns, 1978; McCloskey & Zaragoza, 1985)—an effect that is particularly potent in young children (Ceci & Bruck, 1993; Ceci, Ross, & Toglia, 1987) and adults under hypnosis (Dinges et al., 1992; Dywan & Bowers, 1983; Sheehan, Statham, & Jamieson, 1991). Indeed, recent studies suggest it is even possible to implant false recollections of traumas supposedly buried in the unconscious (Loftus, 1993). As related to confessions, the question is, can memory of one's own actions similarly be altered? Can people be induced to accept guilt for crimes they did not commit? Is it, contrary to popular belief, possible?

9 Because of obvious ethical constraints, this important issue has not been addressed previously. This article thus reports on a new laboratory paradigm used to test the following

www.EnglishPro.ir

specific hypothesis: The presentation of false evidence can lead individuals who are vulnerable (i.e., in heightened state of uncertainty) to confess to an act they did not commit and, more important, to internalize the confession and perhaps confabulate details in memory consistent with that new belief.

Method

10 Participating for extra credit in what was supposed to be reaction time experiment, 79 undergraduates (40 male, 39 female) were randomly assigned to one of four groups produced by a 2 (high vs. low vulnerability) × 2 (presence vs. absence of a false incriminating witness) factorial design.

11 Two subjects per session (actually, 1 subject and a female confederate) engaged in a reaction time task on an IBM PS2/Model 50 computer. To bolster the credibility of the experimental cover story, they were asked fill out a brief questionnaire concerning their typing experience and ability, spatial awareness, and speed of flexes. The subject and confederate were then taken another room, seated across a table from the experimenter, and instructed on the task. The confederate was read aloud a list of letters, and the subject was to type these letters on the keyboard. After 3 minutes, the subject and confederate were to reverse roles. Before the session began, subjects were instructed on proper use of the computer and were specifically warned not to press the "ALT" key positioned near the space bar because doing so would cause the program to crash and data to be lost. After 60 seconds, the computer supposedly ceased to function, and a highly distressed experimenter accused the subject of having pressed the forbidden key. All subjects initially denied the charge, at which point the experimenter tinkered with the keyboard, confirmed that data had been lost, and asked, "Did you hit the ALT key?"

12 Two forensically relevant factors were independently varied. First, we manipulated subjects' level of *vulnerability* (i.e., their subjective certainty concerning their own innocence) by varying the pace of the task. Using a mechanical metronome, the confederate read either at a slow and relaxed pace of 43 letters per minute or at a frenzied pace of 67 letters per minute (these settings were established through pretesting). Two-way analyses of variance revealed significant main effects on the number of letters typed correctly (Ms = 33.01 and 61.12, respectively; $[1l, 71] = 278.93$, $p < .001$) and the number of typing errors made (Ms = 1.12 and 10.90, respectively; $F[1, 71] = 38.81$, $p < .001$), thus confirming the effectiveness of this manipulation.

13 Second, we varied the use of *false incriminating evidence*, a common interrogation technique. After the subject initially denied the charge, the experimenter turned to the confederate and asked, "Did you see anything?" In the false-witness condition, the confederate "admitted" that she had seen the subject hit the ALT key that terminated the program. In the no-witness condition, the same confederate said she had not seen what happened.

14 As dependent measures, three forms of social influence were assessed: compliance, internalization, and confabulation. To elicit *compliance*, the experimenter handwrote a standardized confession ("I hit the ALT key and caused the program to crash. Data were lost.") and asked the subject to sign it, the consequence of which would be a phone call from the principal investigator. If the subject refused, the request was repeated a second time.

www.EnglishPro.ir

15 To assess *internalization*, we unobtrusively recorded the way subjects privately described what happened soon afterward. As the experimenter and subject left the laboratory, they were met in the reception area by a waiting subject (actually, a second confederate who was blind to the subject's condition and previous behavior) who had overheard the commotion. The experimenter explained that the session would have to be rescheduled, and then left the room to retrieve his appointment calendar. At that point, the second confederate turned privately to the subject and asked, "What happened?" The subject's reply was recorded verbatim and later coded for whether or not he or she had unambiguously internalized guilt for what happened (e.g., "I hit the wrong button and ruined the program"; "I hit a button I wasn't supposed to."). A conservative criterion was employed. Any reply that was prefaced by "he said" or "I may have" or "I think" was not taken as evidence of internalization. Two raters who were blind to the subject's condition independently coded these responses, and their agreement rate was 96 percent.

16 Finally, after the sessions seemed to be over, the experimenter reappeared, brought the subjects back into the lab, reread the list of letters they had typed, and asked if they could reconstruct how or when they hit the ALT key. This procedure was designed to probe for evidence of *confabulation*, to determine whether subjects would "recall" specific details to fit the allegation (e.g., "Yes, here, I hit it with the side of my hand right after you called out the A."). The interrater agreement rate on the coding of these data was 100 percent.

17 At the end of each session, subjects were fully and carefully debriefed about the study—its purpose, the hypothesis, and the reason for the use of deception by the experimenter and first confederate. Most subjects reacted with a combination of relief (that they had not ruined the experiment), amazement (that their perceptions of their own behavior had been so completely manipulated), and a sense of satisfaction (at having played a meaningful role in an important study). Subjects were also asked not to discuss the experience with other students until all the data were collected. Four subjects reported during debriefing that they were suspicious of the experimental manipulation. Their data were excluded from all analyses.

Results and Discussion

18 Overall, 69 percent of the 75 subjects signed the confession, 28 percent exhibited internalization, and 9 percent confabulated details to support their false beliefs. More important, between-group comparisons provided strong support for the main hypothesis. As seen in Table 7.3, subjects in the slow-pace/no-witness control group were the least likely to exhibit an effect, whereas those in the fast-pace/witness group were the most likely to exhibit the effect on the measures of compliance ($x^2[3] = 23.84, p < .001$), internalization ($I[3] = 37.61$, $p < .001$), and confabulation ($x^2[3] = 18.0, p < .005$).

19 Specifically, although 34.78 percent of the subjects in the slow-pace/no-witness group signed the confession, indicating compliance, not a single subject in this group exhibited internalization or confabulation. In contrast, the two in dependent variables had a powerful combined effect.

www.EnglishPro.ir

TABLE 7.3 PERCENTAGE OF SUBJECTS IN EACH CELL WHO EXHIBITED THE THREE FORMS OF INFLUENCE

	NO WITNESS			WITNESS
FORM OF INFLUENCE	SLOW PACE	FAST PACE	SLOW PACE	FAST PACE
Compliance	35[a]	65[b]	89[bc]	100[c]
Internalization	0[a]	12[ab]	44[bc]	65[c]
Confabulation	0[a]	0[a]	6[a]	35[b]

Note: Percentages not sharing a common subscript differ at $p < .05$ via chi-square test of significance.

20 Out of 17 subjects in the fast-pace/witness cell, 100 percent signed a confession, 65 percent came to believe they were guilty (in reality, they were not), and 35 percent confabulated details to support their false belief (via chi-square tests, the differences in these rates between the slow-pace/no-witness control group and fast-pace/witness group were significant at *ps* < .001, .001, and .005, respectively).

21 Additional pair-wise comparisons revealed that the presence of a witness alone was sufficient to significantly increase the rates of compliant and internalized confessions, even in the slow-pace condition ($x^2[1] = 12.18$, $p < .005$, and $x^2[1] = 16.39$, $p < .001$). There were no sex differences on any measures (i.e., male and female subjects exhibited comparable confession rates overall, and were similarly influenced by the independent variables).

22 The present study provides strong initial support for the provocative notion that the presentation of false incriminating evidence—an interrogation ploy that is common among the police and sanctioned by many courts—can induce people to internalize blame for outcomes they did not produce. These results provide an initial basis for challenging the evidentiary validity of confessions produced by this technique. These findings also demonstrate, possibly for the first time, that memory can be altered not only for observed events and remote past experiences, but also for one's own recent actions.

23 An obvious and important empirical question remains concerning the external validity of the present results: To what extent do they generalize to the interrogation behavior of actual crime suspects? For ethical reasons, we developed a laboratory paradigm in which subjects were accused merely of an unconscious act of negligence, not of an act involving explicit criminal intent (e.g., stealing equipment from the lab or cheating on an important test). In this paradigm, there was only a minor consequence for liability. At this point, it is unclear whether people could similarly be induced to internalize false guilt for acts of omission (i.e., neglecting to do something they were told to do) or for acts that emanate from conscious intent.

24 It is important, however, not to overstate this limitation. The fact that our procedure focused on an act of negligence and low consequence may well explain why the compliance

www.EnglishPro.ir

rate was high, with roughly two-thirds of all subjects agreeing to sign a confession statement. Effects of this sort on overt judgments and behavior have been observed in studies of conformity to group norms, compliance with direct requests, and obedience to the commands of authority. But the more important and startling result—that many subjects privately internalized guilt for an outcome they did not produce, and that some even constructed memories to fit that false belief—is not seriously compromised by the laboratory paradigm that was used. Conceptually, these findings extend known effects of misinformation on memory for observed events (Loftus et al., 1978; McCloskey & Zaragoza, 1985) and for traumas assumed to be buried in the unconscious (Loftus, 1993). Indeed, our effects were exhibited by college students who are intelligent (drawn from a population in which the mean score on the Scholastic Aptitude Test is over 1300), self-assured, and under minimal stress compared with crime suspects held in custody, often in isolation.

25 At this point, additional research is needed to examine other common interrogation techniques (e.g., minimization), individual differences in suspect vulnerability (e.g., manifest anxiety, need for approval, hypnotic susceptibility), and other risk factors for false confessions (e.g., blood alcohol level, sleep deprivation). In light of recent judicial acceptance of a broad range of self-incriminatory statements, increasing use of videotaped confessions at the trial level (Geller, 1993), and the U. S. Supreme Court's ruling that an improperly admitted coerced confession may qualify as a mere "harmless error" (*Arizona* v. *Fulminante*, 1991), further research is also needed to assess the lay jury's reaction to this type of evidence when presented in court.

References

Arizona v. Fulminante, 59 U. S.L.W. 4235 (1991).

Aubry, A., & Caputo, R. (1965). *Criminal interrogation*. Springfield, IL: Charles C. Thomas.

Bedau, H., & Radelet, M. (1987). Miscarriages of justice in potentially capital cases. *Stanford Law Review, 40*, 21–179.

Borchard, E. M. (1932). *Convicting the innocent: Errors of criminal justice*. New Haven, CT: Yale University Press.

Ceci, S. I., & Bruck, M. (1993). Suggestibility of the child witness: A historical review and synthesis. *Psychological Bulletin, 113*, 403–439.

Ceci, S. I., Ross, D. F., & Toglia, M. P. (1987). Suggestibility of children's memory: Psycholegal implications. *Journal of Experimental Psychology: General, 116*, 38–49, 203.

Dinges, D. F., Whitehouse, W. G., Orne, E. C., Powell, I. W., Orne, M. T., & Erdelyi, M. H. (1992). Evaluating hypnotic memory enhancement (hypernmesia and reminiscence) using multitrial forced recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 18*, 1139–1147.

Dywan, J., & Bowers, K. (1983). The use of hypnosis to enhance recall. *Science, 222*, 184–185.

Geller, W. A. (1993). *Videotaping interrogations and confessions* (National Institute of Justice: Research in Brief). Washington, DC: U. S. Department of Justice.

Gudjonsson, G. (1992). *The psychology of interrogations, confessions, and testimony*. London: Wiley.

Inbau, F. E., Reid, J. E., & Buckley, J. P. (1986). *Criminal interrogation and confessions* (3rd ed.). Baltimore, MD: Williams & Wilkins.

Kassin, S. M., & McNall, K. (1991). Police interrogations and confessions: Communicating promises and threats by pragmatic implication. *Law and Human Behavior, 15*, 233–251.

Kassin, S. M., & Wrightsman, L. S. (1980). Prior confessions and mock juror verdicts. *Journal of Applied Social Psychology, 10*, 133–146.

www.EnglishPro.ir

Kassin, S. M., & Wrightsman, L. S. (1981). Coerced confessions, judicial instruction, and mock juror verdicts. *Journal of Applied Social Psychology, 11,* 489–506.

Kassin, S. M., & Wrightsman, L. S. (1985). Confession evidence. In S. M. Kassin & L. S. Wrightsman (Eds.), *The psychology of evidence and trial procedure* (pp. 67–94). Beverly Hills, CA: Sage.

Loftus, E. F. (1993). The reality of repressed memories. *American Psychologist, 48,* 518–537.

Loftus, E. F., Donders, K., Hoffman, H. G., & Schooler, J. W. (1989). Creating new memories that are quickly accessed and confidently held. *Memory and Cognition, 17,* 607–616.

Loftus, E. F., Miller, D. G., & Burns, H. I. (1978). Semantic integration of verbal information into visual memory. *Journal of Experimental Psychology: Human Learning and Memory, 4,* 19–31.

McCloskey, M., & Zaragoza, M. (1985). Misleading postevent information and memory for events: Arguments and evidence against memory impairment hypotheses. *Journal of Experimental Psychology, 114,* 3–18.

Ofshe, R. (1992). Inadvertent hypnosis during interrogation: False confession due to dissociative state; misidentified multiple personality and the satanic cult hypothesis. *International Journal of Clinical and Experimental Hypnosis, 40,* 125–156.

O'Hara, C. E., & O'Hara, G. L. (1981). *Fundamentals of criminal investigation.* Springfield, IL: Charles C. Thomas.

Pratkanis, A., & Aronson, E. (1991). *Age of propaganda: The everyday use and abuse of persuasion.* New York: W. H. Freeman.

Rattner, A. (1988). Convicted but innocent: Wrongful conviction and the criminal justice system. *Law and Human Behavior, 12,* 283–293.

Sheehan, P. W., Statham, D., & Jamieson, G. A. (1991). Pseudomemory effects and their relationship to level of susceptibility to hypnosis and state instruction. *Journal of Personality and Social Psychology, 60,* 130–137.

Sukel, H. L., & Kassin, S. M. (1994, March). *Coerced confessions and the jury: An experimental test of the "harmless error" rule.* Paper presented at the biennial meeting of the American Psychology Law Society, Santa Fe, NM.

Wright, L. (1994). *Remembering Satan.* New York: Alfred A Knopf.

Wrightsman, L. S., & Kassin, S. M. (1993). *Confessions in the courtroom.* Newbury Park, CA: Sage.

COMPREHENSION CHECK

1 What is the topic of the research study? _____

_____

2 What is *confabulation?* _____

_____

INTRODUCTION

3 Why have courts established guidelines for confessions? _____

_____

_____

_____

www.EnglishPro.ir

4 What are the three criteria for exclusion of confessions from trial? _____

5 What three questions need to be addressed in order to understand the psychology of confessions? These questions follow: _____

6 This study focuses on which two of these three questions? _____

7 List some commonly used police methods for eliciting confessions from suspects.

8 What are the two main approaches commonly used to elicit confessions in police interrogations? _____

9 Despite the fact that police use coercive methods to elicit confessions (what does *coercive* mean?), do juries tend to convict on these confessions? _____

10 What are the three types of false confessions? The three types of false confessions are

11 Coerced-internalized confessions are the most extreme. Does evidence support that such confessions are rare? _____

www.EnglishPro.ir

12 What is the hypothesis of this study? _____

METHOD

13 How do the researchers "test" compliance, internalization, and confabulation?

_____

14 Who were the subjects of this study? _____

15 What were the main steps of the research study? _____

16 How did the researchers mimic police procedures for securing a confession? _____

www.EnglishPro.ir

RESULTS AND DISCUSSION

17 What provokes people to assume (internalize) blame for crimes they did not commit?

18 How does the study suggest one's own memory can be "altered"?

19 What major question does the study raise in terms of predicting false confessions for an actual crime?

20 How do the researchers account for subjects having such a high rate of compliance?

21 What further research is necessary?

Independently or in groups, answer the following questions about the study.

22 How does the information in the study affect your understanding of other information about the topic?

www.EnglishPro.ir

23 Could the data be biased as a result of the methods used, who the researchers are, or where the study was published? _____

www.EnglishPro.ir

Applications

APPLICATION 2

This reading is a newspaper story about a theory that links crime rates to exposure to lead during childhood. While the reporting of the story is factual and objective and the purpose is to inform, Rick Nevin's theory is one that is provocative and controversial: Nevin contends that lead exposure is linked with U. S. crime rates.

According to the FDA, lead was banned in house paint in 1978 and from gasoline by 1995. In addition, food canners stopped using lead solder in 1991. However, lead paint is still prevalent in old homes across the United States. Because lead affects the functioning of neurotransmitters in the brain, lead exposure can result in a host of medical and cognitive problems, from memory impairment and hyperactivity to impaired cognitive development resulting in lowered IQ. compounded by an array of other physical and neurological problems.

Using the chart following the reading, map the support for the theory as presented in this article. Note the lead statement, or the story writer's statement of main idea.

Theory Links Lead Exposure, Crime

by Shankar Vedantam

1 Rudy Giuliani never misses an opportunity to remind people about his track record in fighting crime as mayor of New York City from 1994 to 2001.

2 "I began with the city that was the crime capital of America," Giuliani, now a candidate for president, recently told Fox's Chris Wallace. "When I left, it was the safest large city in America. I reduced homicides by 67 percent. I reduced overall crime by 57 percent."

3 "Although crime did fall dramatically in New York during Giuliani's tenure, a broad range of scientific research has emerged in recent years to show that the mayor deserves only a fraction of the credit that he claims. The most compelling information has come from an economist in Fairfax who has argued in a series of little-noticed papers that the "New York miracle" was caused by local and federal efforts decades earlier to reduce lead poisoning.

4 The theory offered by the economist, Rick Nevin, is that lead poisoning accounts for much of the variation in violent crime in the United States. It offers a unifying new neurochemical theory for fluctuations in the crime rate, and it is based on studies linking children's exposure to lead with violent behavior later in their lives.

Findings Hold Across Countries

5 What makes Nevin's work persuasive is that he has shown an identical, decades-long association between lead poisoning and crime rates in nine countries.

www.EnglishPro.ir

6 "It is stunning how strong the association is," Nevin said in an interview. "Sixty-five to ninety percent or more of the substantial variation in violent crime in all these countries was explained by lead."

7 Through much of the 20th century, lead in U. S. paint and gasoline fumes poisoned toddlers as they put contaminated hands in their mouths. The consequences on crime, Nevin found, occurred when poisoning victims became adolescents. Nevin does not say that lead is the only factor behind crime, but he says it is the biggest factor.

8 Giuliani's presidential campaign declined to address Nevin's contention that the mayor merely was at the right place at the right time. But William Bratton, who served as Giuliani's police commissioner and who initiated many of the policing techniques credited with reducing the crime rate, dismissed Nevin's theory as absurd. Bratton and Giuliani instituted harsh measures against quality-of-life offenses, based on the "broken windows" theory of addressing minor offenses to head off more serious crimes.

9 Many other theories have emerged to try to explain the crime decline. In the 2005 book *Freakonomics*, Steven D. Levitt and Stephen J. Dubner said the legalization of abortion in 1973 had eliminated "unwanted babies" who would have become violent criminals. Other experts credited lengthy prison terms for violent offenders, or demographic changes, socioeconomic factors, and the fall of drug epidemics. New theories have emerged as crime rates have inched up in recent years.

Crime Tied to Lead Levels in Gas?

10 Most of the theories have been long on intuition and short on evidence. Nevin says his data not only explain the decline in crime in the 1990s, but the rise in crime in the 1980s and other fluctuations going back a century. His data from multiple countries, which have different abortion rates, police strategies, demographics, and economic conditions, indicate that lead is the only explanation that can account for international trends.

11 Because the countries phased out lead at different points, they provide a rigorous test: In each instance, the violent crime rate tracks lead poisoning levels two decades earlier.

12 "It is startling how much mileage has been given to the theory that abortion in the early 1970s was responsible for the decline in crime" in the 1990s, Nevin said. "But they legalized abortion in Britain, and the violent crime in Britain soared in the 1990s. The difference is our gasoline lead levels peaked in the early '70s and started falling in the late '70s, and fell very sharply through the early 1980s and was virtually eliminated by 1986 or '87.

13 "In Britain and most of Europe, they did not have meaningful constraints [on leaded gasoline] until the mid-1980s and even early 1990s," he said. "This is the reason you are seeing the crime rate soar in Mexico and Latin America, but [it] has fallen in the United States."

14 Lead levels plummeted in New York in the early 1970s, driven by federal policies to eliminate lead from gasoline and local policies to reduce lead emissions from municipal incinerators. Between 1970 and 1974, the number of New York children heavily *poisoned* by lead fell by more than 80 percent, according to data from the New York City Department of Health.

www.EnglishPro.ir

Steep Drop in Crime during '90s

15 Lead levels in New York have continued to fall. One analysis in the late 1990s found that children in New York had lower lead exposure than children in many other big U. S. cities, possibly because of a 1960 policy to replace old windows. That policy, meant to reduce deaths from falls, had an unforeseen benefit—old windows are a source of lead poisoning, said Dave Jacobs of the National Center for Healthy Housing, an advocacy group that is publicizing Nevin's work. Nevin's research was not funded by the group.

16 The later drop in violent crime was dramatic. In 1990, 31 New Yorkers out of every 100,000 were murdered. In 2004, the rate was 7 per 100,000—lower than in most big cities. The lead theory also may explain why crime fell broadly across the United States in the 1990s, not just in New York.

17 The centerpiece of Nevin's research is an analysis of crime rates and lead poisoning levels across a century. The United States has had two spikes of lead poisoning: one at the turn of the 20th century, linked to lead in household paint, and one after World War II, when the use of leaded gasoline increased sharply. Both times, the violent crime rate went up and down in concert, with the violent crime peaks coming two decades after the lead poisoning peaks.

Metal Linked to Aggression

18 Other evidence has accumulated in recent years that lead is a neurotoxin that causes impulsivity and aggression, but these studies have also drawn little attention. In 2001, sociologist Paul B. Stretesky and criminologist Michael Lynch showed that U. S. counties with high lead levels had four times the murder rate of counties with low lead levels, after controlling for multiple environmental and socioeconomic factors.

19 In 2002, Herbert Needleman, a psychiatrist at the University of Pittsburgh, compared lead levels of 194 adolescents arrested in Pittsburgh with lead levels of 146 high school adolescents: The arrested youths had lead levels that were four times higher.

20 "Impulsivity means you ignore the consequences of what you do," said Needleman, one of the country's foremost experts on lead poisoning, explaining why Nevin's theory is plausible. Lead decreases the ability to tell yourself, "If I do this, I will go to jail."

21 Nevin's work has been published mainly in the peer-reviewed journal *Environmental Research*. Within the field of neurotoxicology, Nevin's findings are unsurprising, said Ellen Silbergeld, professor of environmental health sciences at Johns Hopkins University and the editor of *Environmental Research*.

22 "There is a strong literature on lead and sociopathic behavior among adolescents and young adults with a previous history of lead exposure," she said.

What Explains Current Crime Trends?

23 Two new studies by criminologists Richard Rosenfeld and Steven F. Messner have looked at Giuliani's policing policies. They found that the mayor's zero-tolerance approach to crime was responsible for 10 percent, maybe 20 percent, at most, of the decline in violent crime in New York City.

24 Nevin acknowledges that crime rates are rising in some parts of the United States after years of decline, but he points out that crime is falling in other places and is still low overall

www.EnglishPro.ir

by historical measures. Also, the biggest reductions in lead poisoning took place by the mid-1980s, which may explain why reductions in crime might have tapered off by 2005. Lastly, he argues that older, recidivist offenders—who were exposed to lead as toddlers three or four decades ago—are increasingly accounting for much of the violent crime.

25 Nevin's finding may even account for phenomena he did not set out to address. His theory addresses why rates of violent crime among black adolescents from inner-city neighborhoods have declined faster than the overall crime rate—lead amelioration programs had the biggest impact on the urban poor. Children in inner-city neighborhoods were the ones most likely to be poisoned by lead, because they were more likely to live in substandard housing that had lead paint and because public housing projects were often situated near highways.

26 Chicago's Robert Taylor Homes, for example, were built over the Dan Ryan Expressway, with 150,000 cars going by each day. Eighteen years after the project opened in 1962, one study found that its residents were 22 times more likely to be murderers than people living elsewhere in Chicago.

27 Nevin's finding implies a double tragedy for America's inner cities: Thousands of children in these neighborhoods were poisoned by lead in the first three quarters of the last century. Large numbers of them then became the targets, in the last quarter, of Giuliani-style law enforcement policies.

COMPREHENSION CHECK

Map the major points supporting the Rick Nevin's theory that lead exposure increases crime.

Issue: Whether or not . . . _____

Rick Nevin's point of view (conclusion about the issue): _____

_____

Supporting Argument 1: _____

_____

_____

_____

_____

_____

_____

Supporting Argument 2: _____

_____

_____

_____

_____

_____

_____

www.EnglishPro.ir

Supporting Argument 3: _____

Supporting Argument 4: _____

Supporting Argument 5: _____

Supporting Argument 6: _____

Supporting Argument 7: _____

Supporting Argument 8: _____

www.EnglishPro.ir

Supporting Argument 9: _____

Supporting Argument 10: _____

Supporting Argument 11: _____

Do you think Rick Nevin's argument is convincing or not? Provide reasons to back up your opinion. _____

www.EnglishPro.ir

Applications

APPLICATION 3

The following reading is an editorial about false confessions. Use active reading strategies to review the information in the passage. Then answer the critical thinking questions and the questions about the visuals following the reading. Note that the author makes reference to the research study you read in Application 1.

The Devil in Confessions

by Elizabeth F. Loftus

1 It is a humbling experience to go to the Web site of the Innocence Project (http://www.innocenceproject.org), a nonprofit legal clinic at the Cardozo School of Law that handles cases in which postconviction DNA testing of evidence has provided proof of innocence. A recent visit to the site led me to the case of Eddie Joe Lloyd, who was wrongfully convicted of the murder of a 16-year-old girl in Detroit. During police interrogation, officers fed him information that he could not have known, such as details about the victim's clothing and the location of her body. Lloyd confessed and was tried by a jury that convicted him after less than an hour's deliberation. He was sentenced to life without the possibility of parole, and was freed in 2002 after serving 17 years in prison. He is the 110th American to be exonerated by DNA testing, and a good case to spotlight the false-confession problem.

2 Lloyd's is one of the 155 wrongful-conviction case profiles described on the Innocence Project Web site. Although the convictions in the vast majority of these cases appear to have been due to faulty eyewitness memory, about a fifth of the cases involved defendants who falsely confessed.

3 Kassin and Gudjonsson have thoroughly reviewed the literature on confessions, providing scientific evidence bearing on just about any question you might ask about the subject, as well as identifying the very real problem of false confessions and recommending some solutions. They use case studies, archival data, results of laboratory and field experiments, and other forms of evidence to analyze confession evidence and its impact on real people and society. Their monograph is a superb example of psychological science in the public interest.

4 People intuitively feel that they would never confess to something they did not do. But people do confess. They confess to things they actually did (in confessionals, in psychotherapy, and in police interrogations). And they confess to things that they did not do. One goal of our legal system must be to secure convictions of the guilty, but another must be to minimize wrongful convictions, including those involving false confessions. There is much about the legal process that traps the innocent in the confession net, and there are some ways we can, in principle, widen the holes of that nasty net.

www.EnglishPro.ir

5 What I have always found particularly disturbing about the extraction of confessions by police is the use of a common interrogation tactic: presentation of false incriminating evidence. If the police had wanted to, they could have told Eddie Joe Lloyd that his fingerprints had been found at the scene or that an eyewitness saw him commit the murder. Such trickery and deceit is perfectly legal in the United States (although interestingly, in many European countries, lying to suspects is not permissible). To see why such a tactic is a problem, one has only to look at the false-memory literature and note what ordinary individuals can be led falsely to believe. In recent work, subjects have been deceived into believing (on the basis of a story experimenters said the subjects' parents had provided) that, as children, they had been lost in a shopping mall for an extended time before being rescued by an elderly person and reunited with their parents. In other studies based on this lost-in-the mall paradigm, subjects came to believe that they had had an accident at a family wedding, that they had been victims of a vicious animal attack, or that they had nearly drowned as children and had been rescued by a lifeguard. And in the famous computer-crash paradigm, developed by Kassin and his collaborators, subjects presented with false evidence that an eyewitness saw them hit a forbidden key on a computer key-board were especially likely later to confess to having committed that prohibited act.

6 So we have every reason to believe that some people who are presented with false evidence that they committed a crime might actually come to believe that they did. In such cases of internalized false confession, people might not only confess to acts they did not do, but in some cases even confabulate false memories to go along with their confession, producing what is sometimes called a full confession—a detailed and convincing, but untrue, account of the crime and how it was committed. How often do the police actually use this type of trickery? One study of the interrogation tactics most frequently observed in 182 actual police interrogations suggests that it happens about 30 percent of the time.

7 Studies using the computer-crash paradigm have taught us much about false confessions in an experimental setting. They have taught us some people will make false confessions and come to believe in their own guilt even when their confessions have substantial financial consequences. And they have taught us that teenagers will confess falsely at greater rates than adults.

8 And from the studies of actual inmates, we learn some of the reasons why people confess. Although some suspects confess because they are psychologically manipulated into believing they played a role in the crimes, others confess to seek an escape from police pressure or to protect someone else.

9 Despite the common use of interrogation tactics that can ensnare the innocent, juries and judges tend to be especially impressed with confession evidence. Some studies show that it can sometimes be more powerful than even eyewitness testimony, another form of persuasive evidence. This is true despite the fact that observers, even trained ones, have great difficulty telling true confession from false ones when they watch them.

10 Kassin and Gudjonsson provide a real service when they not only identify the problems, but also suggest some solutions that will secure confessions from the guilty, but not from the

www.EnglishPro.ir

innocent. They recommend changes in current practices—especially the practice of outright lying to suspects. They recommend videotaping all interviews and interrogations, suggesting that more states join Minnesota, Alaska, Illinois, and Maine in requiring videotaping. And they provide an important insight into how the videotaping needs to be done: As tempting as it is to simply focus the camera on the suspect, this will lead to a mistaken impression: Observers feel that confessions are elicited with less pressure when the camera is focused on the suspect alone than when it is focused on both the suspect and the interrogator.

11 Eddie Joe Lloyd has yet to receive compensation for the nearly two decades he lost when he was tried, wrongfully convicted, and imprisoned. Let us hope that scrutiny of his case and the cases of other known false confessors, considered together with the growing literature on confessions so ably reviewed in this issue of *Psychological Science in the Public Interest*, will lead to more reforms, more innovation, and more justice.

COMPREHENSION CHECK

1 What is the author's point of view? _____

2 What are the major arguments the author uses to support her point of view?

_____

www.EnglishPro.ir

3 What is the primary type of support used? _____

4 Is the author biased? Provide two examples of bias in this reading. _____

5 Does the author use any loaded language? Provide two examples of loaded language.

6 What is the author's tone? Provide three examples of the author's tone in this reading.

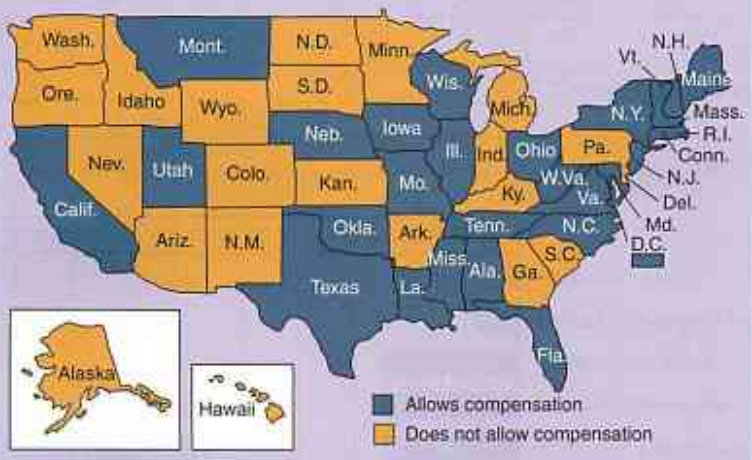
Examine the following graphs related to crime and punishment. Determine key points and structure, as outlined in previous chapters. Then decide what is fact and what is opinion in each of the graphics. To determine facts versus opinions in graphics, follow these steps.

- Determine the topic, structure, and most important point of the visual.
- Determine which part of the information is verifiable, or fact, and which part of the information is a projection, or a reasonable inference (therefore an opinion), based on already verified factual information.

www.EnglishPro.ir

Twenty-seven states plus the District of Columbia and the federal government allow compensation for those wrongly convicted of a crime, but many of the laws have shortcomings, according to the Innocence Project.

Compensation for the Wrongly Convicted



The nonprofit Innocence Project says state wrongful-conviction compensation laws have several common shortcomings, including:

- Compensation may take years to receive and is often insufficient to rebuild a life.
- Failing to provide immediate services like reentry funds, access to job training, educational, health and legal services.
- Failing to provide uniform, statutory access to compensation. For example, some states require "private compensation bills" to be passed in order to compensate an exoneree, which means he must mount a costly political campaign to get lawmakers to pass a bill on his behalf.
- Prohibiting compensation to those who "contributed" to their wrongful convictions, effectively excluding those who falsely confessed or pled guilty.
- Denying additional remedy for those who can prove their wrongful convictions resulted from evident and intentional civil rights violations as opposed to simple, but unintentional, error.
- Preventing compensation for individuals with felony convictions in unrelated cases.

Source: Innocence Project, April 14, 2009

FIGURE 7.5

Half the States Compensate for Mistakes

www.EnglishPro.ir

7 Topic, structure, and most important point of Figure 7.5: _____

8 Fact or opinion in Figure 7.5: _____

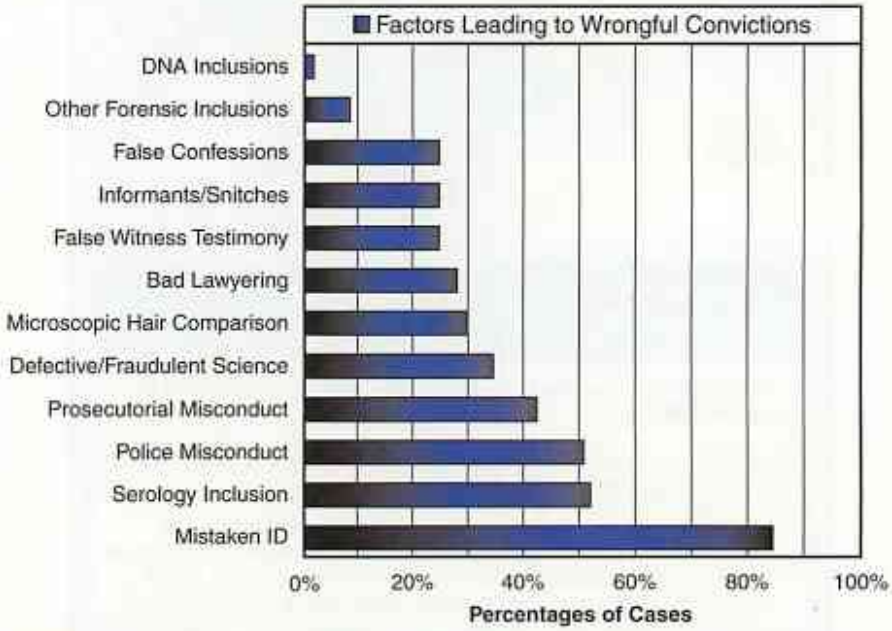


FIGURE 7.6
Factors Leading to Wrongful Convictions

9 Topic, structure, and most important point of Figure 7.6: _____

10 Factor opinion in Figure 7.6: _____

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice to review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Editorial	
Lead statement in newspaper articles	
Research Study Abstract Hypothesis Introduction Methods Results Discussion References	
Prescriptive writing	
Descriptive writing	
Issue	
Point of view	
Supporting argument	

(Continued)

www.EnglishPro.ir

KEY TERM OR CONCEPT	YOUR NOTES
Fact	
Opinion	
Reason	
Example	
Testimony	
Counterargument	
Connotation	
Denotation	
Bias	
Tone	
Loaded language	

www.EnglishPro.ir

GROUP ACTIVITY: CASE STUDY

In small groups, research a case of a person who was convicted of a crime and later exonerated of that crime. Conduct a general search using a search engine. A good site is the Innocence Project Web site. However, cases of exoneration are often reported in newspapers.

Provide the following in your report.

1. Background information about the case, answering the journalist's questions of who, what, where, when, and how?
2. Information about the process of the exoneration, the type of evidence found, and a timeline of those findings
3. The outcome of the exoneration: Did the victim (the person falsely accused) receive compensation for the false conviction?

REFLECTIVE JOURNAL QUESTIONS

1. In a reading assigned for another class, choose a passage and find several examples of words that indicate an author's bias or tone. Explain your reasoning.
2. In the introduction to this chapter, you read: "One of the foundations of a 'civilized' society is a fair and equitable justice system. Your education as an informed citizen will help you assess the pros and cons of the U. S. justice system. While this system is not perfect, there is at least some concern and support for its continual improvement." What do you think ought to be our primary focus to improve our justice system? Make sure to clarify facts you use in your answer from your opinion.

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions. Prepare notes for class discussion or write a polished essay of several paragraphs to support your thesis. Type your essay and check it for typing, spelling, and grammatical errors before handing it in to your instructor. Follow the outline for essay writing presented earlier in this chapter.

1. What do you believe is the most significant issue in crime and punishment in the United States today? What are some ways to address this issue?
2. What is your position on the death penalty? State your point of view on this issue as your thesis and support your point of view with three or more arguments.
3. What are the qualities needed in an individual who works in the justice system? Choose three qualities (behaviors or attitudes) that characterize a successful professional in criminal justice. Support your answer with specific examples.

www.EnglishPro.ir

POST-ASSESSMENT

Preview the following article. Then go to the end of this article and answer the questions. This assessment will help you determine your strengths and weaknesses in understanding and applying the skills and strategies discussed in this chapter.

The Real Crime: 1,000 Errors in Fingerprint Matching Every Year

by the LiveScience Staff

1 Nobody knows how many people sit wrongfully convicted in prison due to errors in fingerprint matching. But a new study suggests there could be a thousand or more unknown identification errors a year in the United States.

2 Criminologist Simon Cole of the University of California at Irvine examined all 22 known cases of fingerprint mistakes made since 1920.

3 Most of the 22 cases were revealed only through "extremely fortuitous circumstances," such as a post-conviction DNA test, the intervention of foreign police, and, in one case, a deadly lab accident that led to the re-evaluation of evidence, Cole said today.

4 One highly publicized example was the case of Brandon Mayfield, a Portland lawyer held for two weeks as a suspect in the Madrid train bombings in 2004. FBI investigators matched prints at the scene to Mayfield, and an independent examiner verified the match. But Spanish National Police examiners insisted the prints did not match Mayfield and eventually identified another man who matched the prints.

5 The FBI acknowledged the error and Mayfield was released.

6 Cole thinks the high-profile cases are the tip of an iceberg of wrongfully accused, cases that are sometimes swept under the rug or lead to convictions. Other studies have shown an error rate of 0.8 percent in matching prints. Multiplied across all cases processed by U. S. crime labs in 2002, that would be 1,900 mistaken fingerprint matches.

7 Cole says the public is led to believe that fingerprint analysis is infallible.

8 "Rather than blindly insisting there is zero error in fingerprint matching, we should acknowledge the obvious, study the errors openly, and find constructive ways to prevent faulty evidence from being used to convict innocent people," Cole said.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the main idea of this passage?

A. Based on the 22 cases of know fingerprint errors, we can assume there are many more—possibly thousands—per year.

B. Fingerprint evidence is very difficult to obtain and police should find other forensic evidence to prove a crime.

C. Studies of high-profile cases, while disturbing, are not conclusive.

D. Fingerprint evidence is not admissible in courts because of high error rates.

www.EnglishPro.ir

2 **How does the author of the study reach his conclusion?**

A. He studies real crime casebooks to find errors.
B. The author extrapolated (drew conclusions) from studies done by experts in the field.
C. The author extrapolated from the 22 high profile cases and deduced his estimate.
D. The author has proof of the mistakes from cases retried during appeals.

3 **What is a reasonable inference you can draw about the following sentence from paragraph 1?**

But a new study suggests there could be a thousand or more unknown identification errors a year in the United States.

A. Police exhaust every avenue to double-check evidence.
B. Confessions are more reliable than fingerprint evidence.
C. Evidence analysis is approaching foolproof in the modern, technological age.
D. Evidence collection is subject to error and we ought to investigate new methods to ensure accuracy.

4 **What type of support is used in the passage in question 3?**

A. Facts
B. Reasons
C. Testimony
D. Examples

5 **Is the passage in question 3 fact or opinion?**

A. Fact
B. Opinion
C. Both fact and opinion
D. Neither fact nor opinion

6 **Is this passage from paragraph 4 fact or opinion?**

FBI investigators matched prints at the scene to Mayfield, and an independent examiner verified the match. But Spanish National Police examiners insisted the prints did not match Mayfield and eventually identified another man who matched the prints.

A. Fact
B. Opinion
C. Both fact and opinion
D. Neither fact nor opinion

7 **What type of support is used in the passage in question 6?**

A. Facts
B. Reasons
C. Testimony
D. Examples

(Continued)

www.EnglishPro.ir

8 **Is this statement from paragraph 6 fact or opinion?**
Cole thinks the high-profile cases are the tip of an iceberg of wrongfully accused, cases that are sometimes swept under the rug or lead to convictions.

A. Fact
B. Opinion
C. Both fact and opinion
D. Neither fact nor opinion

9 **What type of support is used in the following passage from paragraph 6?**
Other studies have shown an error rate of 0.8 percent in matching prints. Multiplied across all cases processed by U. S. crime labs in 2002, that would be 1,900 mistaken fingerprint matches.

A. Facts
B. Reasons
C. Testimony
D. Examples

10 **This is a summary of a real research study. Original research studies include an abstract, an introduction, a description of participants and the research method used, results of the study, and discussion of the implications of the research results. What parts of the original study are probably used in this article?**

A. Discussion or abstract
B. Subjects and method
C. Hypothesis and results
D. All parts of the original study are summarized

www.EnglishPro.ir

CHAPTER

8

EVALUATING ARGUMENTS

WHY DO YOU NEED TO KNOW THIS?

What is the goal of a critical reader?

A critical reader goes beyond understanding what is written and makes a judgment about the strengths and weaknesses of a piece of writing. In Chapter 7 you learned how to map an argument and determine its different parts, using the critical thinking skill of analysis. Analysis is seeing how the parts fit together into the whole. This is what you consider as you map an argument. Now you will develop skills in synthesis and evaluation. Synthesis is drawing conclusions from two of more sources in order to put them together, either in developing a clear thought about an issue, or in writing or speaking about two or more related topics. In this chapter, you will further build on your skills and consider how to evaluate an argument; that is, to make a critical judgment not only about the contents of a reading and the use of propaganda (a deliberate attempt to convince a reader of a specific agenda), but also about the relevance and soundness of the author's support for his or her point of view. In this chapter you will learn the most common errors in reasoning and apply your knowledge to controversial texts.

Our accumulation of knowledge and the rapidity with which new information is being developed and communicated are astounding. One of the most cutting-edge areas of development has to do with medical research, which has yielded increasingly complex and controversial ethical dilemmas that we, as a society, grapple with on a daily basis. With what we know about genetics, medical technology, and the brain, we are rapidly expanding and developing our insight into what we *can* do medically versus what we *should* do ethically. Do some of our new medical technologies cross the ethical line? What *is* the ethical line? Just because we have the knowledge to launch exploration into the frontier of modern medical science, should we?

www.EnglishPro.ir

IN THIS CHAPTER YOU WILL LEARN

- To evaluate reasoning in an argument
- To determine the relevance of arguments
- To determine if arguments are complete, believable, and consistent
- To recognize common types of propaganda and errors in reasoning

A STUDY STRATEGY

- Recognizing deductive and inductive arguments

A VOCABULARY STRATEGY

- Recognizing intended meaning: euphemisms and doublespeak

TO UNDERSTAND GRAPHICS

- Recognizing propaganda in advertisements

Design Pics/Jupiter Images

"MEDICINE IS A SCIENCE OF UNCERTAINTY AND AN ART OF PROBABILITY."

SIR WILLIAM OSLER
Canadian physician (1849–1919)

CHECK YOUR PRIOR KNOWLEDGE

Jot down some facts you know about medical ethics. Do not edit your list—just brainstrom!

www.EnglishPro.ir

PRE-ASSESSMENT

Read the passage and then answer the questions that follow. Don't worry if you do not know what all the terms mean yet. The purpose of this pre-assessment is to find out how much you already know about the reading skills and strategies introduced in this chapter.

Doctors Back Plan to Store Medical Info Under Your Skin

by Editor, Agence France Presse (AFP)

1 Doctors could soon be storing essential medical information under the skin of their patients, the American Medical Association says.

2 Devices the size of a grain of rice that are implanted with a needle could give emergency room doctors quick access to the records of chronically ill patients, the nation's largest doctors group said in a report.

3 The association adopted a policy Monday stating that the devices can improve the "safety and efficiency of patient care" by helping to identify patients and enabling secure access to clinical information.

4 These radio frequency identification tags (RFIDs) are already used by Wal-Mart and other businesses to speed up their shipping systems by sending out small signals that can be scanned more easily than bar codes.

5 Implanting them in people "can improve the continuity and coordination of care with resulting reductions in adverse drug events and other medical errors," said the report prepared by the association's ethics committee.

6 But the devices "also may pose some physical risks, compromise patient privacy, or present other social hazards."

7 The main concern is protecting the privacy of the information stored on the devices.

8 There are also health concerns.

9 While the devices are removable and designed to stay in place, their small size could allow them to move to other parts of a person's body.

10 They may also cause interference with electrical devices like defibrillators and it has not been determined what impact they would have on prescription drugs.

11 The report concluded that it is "likely that utilization of RFID devices for medical purposes will expand."

12 The U. S. Food and Drug Administration has so far only approved "passive" tags for human implantation which cannot be altered once inserted and have a limited capacity and transmission range.

13 The devices are also only allowed to contain a unique identification code in order to protect patient privacy.

14 The FDA may eventually approve "active" devices which contain internal batteries and can be updated as a patient's condition changes.

www.EnglishPro.ir

15 The association warned of "potential social consequences" such as using the devices for surveillance which could be an infringement on individual liberties.

16 It recommended that the devices not be implanted without the informed consent of patients and that doctors monitor their use.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the issue dealt with in this reading?

A. Whether or not RFIDs (radio frequency identification tags) are ethical.
B. Whether or not RFIDs cause health concerns.
C. Whether or not the government will increasingly use implanted monitoring devices.
D. Whether or not RFIDs can help us.

2 What is the author's point of view?

A. Yes, RFIDs are ethical.
B. Yes, the government will endorse continued use of RFIDs.
C. No, RFIDs are not ethical.
D. The author does not take a side on the issue.

3 Which of the following arguments is against RFIDs for medical purposes?

A. The devices may pose some physical risks, compromise patient privacy, or present other social hazards.
B. The technique can easily provide medical information in emergency rooms for chronically ill patients.
C. The technique can improve the safety and efficiency of patient care.
D. The device can enable secure access to clinical information.

4 What type of support is used for arguments in favor of RFIDs?

A. Facts and testimony
B. Facts and reasons
C. Reasons and examples
D. Reasons and testimony

5 Which of the following is a reasonable assumption underlying the arguments in favor of RFIDs?

A. Having medical access with an implanted device can save lives.
B. The device will not unfairly impact people.
C. Both a and b are reasonable assumptions.
D. None of the stated assumptions is reasonable.

(Continued)

www.EnglishPro.ir

6 **Which of the following arguments is not used in the reading to oppose the use of RFIDs?**

A. RFIDs may pose social hazards.
B. Medical devices like RFIDs are illegal in the United States.
C. RFIDs can compromise privacy.
D. RFIDs may pose health risks.

7 **What type of support is used for the arguments against RFIDs?**

A. Facts and testimony
B. Facts and reasons
C. Reasons and examples
D. Reasons and testimony

8 **Which of the following is a reasonable assumption underlying the con argument?**

A. RFIDs are cautiously endorsed by the U. S. Food and Drug Administration.
B. RFIDs can be dangerous due to both foreseen and unforeseen reasons.
C. RFIDs will improve health care for those suffering with chronic medical conditions.
D. Each family should have the right to determine whether or not to use this technology.

9 **The word *passive* in the following statement from the article is enclosed in quotation marks. Why?**

The U. S. Food and Drug Administration has so far only approved "passive" tags. . . .

A. It is the opposite of *active*, and implies that information cannot be changed.
B. The FDA does not approve of the tags.
C. It is a biased word.
D. It is contradictory language.

10 **What does the phrase "present other social hazards" mean?**

A. The devices could cause interference in other implanted medical devices.
B. RFIDs could interact with prescription medication.
C. The Food and Drug Administration views these devices as "passive."
D. These devices could be used for surveillance of the individual that may lead to unintended consequences.

www.EnglishPro.ir

STUDY STRATEGY

Recognizing Deductive and Inductive Reasoning

To evaluate an argument, first and foremost you need to identify the issue, point of view, and supporting arguments—you have to understand *what* an author has said. You learned how to map an argument in Chapter 7. However, to judge an author's argument, you need to understand how the author constructed the argument—you have to understand *how* an author has put the argument together. When an author tries to convince a reader of his or her point of view, that author will follow a form of reasoning to try to persuade the reader to agree. There are two types of reasoning. **Deductive reasoning** follows from the general to the specific. **Inductive reasoning,** on the other hand, follows from the specific to a conclusion or generality.

Deductive Reasoning

Deductive reasoning occurs when general principles are used to reach specific conclusions. The conclusion *leads to* proof or data or reasons. Deductive reasoning is used when the author begins with a general statement. It is assumed that the rule or generality is true. The general point leads to determining the specifics. This would be the type of reasoning used by a lawyer who is defending or prosecuting the accused. His or her stance is that "the client is guilty as charged," as in the case of a prosecutor's position, or "not guilty as charged," as in the case of a defense attorney's position. The conclusion (whichever side) is stated and evidence is garnered to support the conclusion. Scientists use deductive reasoning to prove a generality by conducting different experiments. This could be called a "top-down" approach. One of the most common types of deductive reasoning is called a **syllogism.** A syllogism is a specific form of deductive argument that has three basic steps.

X is Y.

B is X.

Therefore, B is also Y.

All dogs are mammals.

Goldie is a dog.

Therefore, Goldie is a mammal.

In this example, the conclusion is that all dogs are mammals. The fact that Goldie is a mammal follows from the generality that all dogs are mammals.

www.EnglishPro.ir

Inductive Reasoning

Inductive reasoning occurs when specific information leads to a general conclusion. Proof, data, or support makes the conclusion reached logical. This would be the type of reasoning used by a jury to pass judgment on a defendant of guilt or innocence beyond a reasonable doubt. The jury has not formed a prior conclusion in hearing the case and must weigh the evidence to reach a probability of guilt on the part of the accused. This type of reasoning might be called a "bottom-up" approach. This is the most common form of reasoning. For example, we assume that tomorrow the sun will rise because each morning in the past it has risen. While it is not certain this will occur again tomorrow, the outcome or conclusion is likely.

The sun rose this morning.

The sun has risen for all the mornings I can remember.

Therefore, the sun will probably rise tomorrow.

The likelihood of the conclusion following from the supporting arguments, then, is what makes an argument inductive. Assume that a child has had only negative experiences with dogs in the past. It is reasonable for that child to assume that all dogs will bring negative experiences.

The neighbor's dog barked at me.

Our new friends have a dog.

Therefore, their dog will (probably) bark at me.

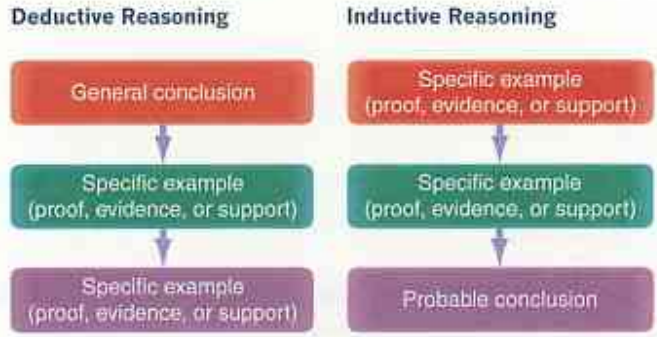
Look at how Frank is behaving.

He's out of control.

He must be mad.

The conclusion that Frank must be mad is arrived at from the evidence that precedes it.

Deductive or inductive reasoning does not have to do with whether or not the thesis of a reading is at the beginning or end of a passage. Instead, whether or not a passage uses deductive or inductive reasoning has to do with *how* the conclusion is reached.



www.EnglishPro.ir

QUICK TIPS RECOGNIZING DEDUCTIVE AND INDUCTIVE REASONING

Deductive reasoning occurs when:

- ✓ The conclusion *leads to* proof, evidence, or support.
- ✓ General principles are used to reach specific conclusions.

Inductive reasoning occurs when:

- ✓ Proof, evidence, or support *leads to* a *probable* conclusion by a process of logic.
- ✓ The specific supporting points *lead* to the generality.

On Your Own RECOGNIZING DEDUCTIVE AND INDUCTIVE REASONING

Below are arguments or puzzles using either deductive or inductive reasoning. Write **I** beside examples of inductive reasoning, and **D** beside examples of deductive reasoning.

____ 1. Travis is a man. All men are athletes. Therefore, Travis is an athlete.

____ 2. Miranda used a cookie sheet for three batches of cookies that all came out burned. So, the next batch on that cookie sheet will be burned.

____ 3. What is the missing number in this sequence? 15, 18, __, 24, 27

____ 4. Our dog Etch ran away. He has run away before and has always come back. Don't worry—Etch will come back.

____ 5. All *a* are *c*, and all *b* are *c*; therefore, all *a* are *b*.

DECONSTRUCTING AND EVALUATING ARGUMENTS

When you watch a sports match, you probably have a favorite team. However, the fact that you favor one team over the other may not influence your opinion about which team played the best game. Furthermore, if you're a serious sports fan, you could see errors in your team's game that made them the unsuccessful team by the end of the game. While you may not endorse the other team, you probably could see why they won—their strategy, moves, and teamwork resulted in the outcome that they were the best players in that game. This sports analogy can be applied to critical reading.

Just because you agree with an author's point of view doesn't mean you have to agree that his or her argument was well constructed. To think critically, it is very important that you can identify, deconstruct, and evaluate arguments. As a college student, you know not to believe everything you read. But

www.EnglishPro.ir

how do you back up your judgment about whether an argument is good or bad? One way to determine if an argument is good or bad is to think about whether or not you agree with the author's position on the issue. While this may influence your decision, a critical reader also has tools to help him or her make a judgment about an author's argument not based on emotion or agreement with a position, but rather on logic and reasoning. Deconstructing an argument means analyzing it to see how the parts fit together and understanding how the author constructed the argument, either with deductive or inductive reasoning. Beyond that, a critical reader makes an informed judgment about the strengths and weaknesses of an argument. In this chapter, you will refine your skills to empower you to evaluate, or judge, the substance of an author's argument, regardless of whether or not you agree with the author's point of view.

Evaluating Reasoning in an Argument

As you learned in Chapter 7, an author's argument is made up of two parts: the main point or point of view and the support or supporting arguments that provide evidence for the author's main point. The purpose of an argument is to persuade the reader to accept the point of view of the author. As a critical reader, you must consider who the author's intended audience is for the reading. The author's goal is to persuade the reader with a well-organized argument in which the point of view is clearly stated and the supporting evidence is relevant and sufficient to prove the point of view. The author persuades the reader with supporting evidence in the form of facts, reasons, examples, or testimony. The author can also use counterargument as a technique to persuade the reader. The first step in evaluating an argument is to identify the components of the argument, or to *map* the argument. Mapping involves:

- identifying the issue;
- identifying the author's point of view on the issue;
- identifying the supporting arguments;
- identifying the type of support used to persuade the reader.

Once you have determined the components of the argument, you need to evaluate the argument as a whole. As a reader, you will have to decide if an author's point of view is sufficiently supported by the evidence that is provided. While it may seem simple to construct a good argument, one in which the point of view is clear and the support is both relevant and complete is not as easy as it appears. To be a critical reader, you need to dissect an argument to make sure the information is logical and reasonable. A **relevant argument** is one in which the point of view is proven by the supporting arguments; in other words, the support is relevant, or directly relates to the point of view expressed. When the supporting arguments are complete, believable, and consistent with the point of view, we judge the argument to be **sound.**

However, an argument will not be sound if the supporting evidence is not complete, if it is not believable, or if it is not consistent with the author's point of view. You can have a relevant argument with relevant support, but if that support is not complete, believable, or consistent with the arguer's point of view, it will not be a sound argument. Sound arguments are strong arguments. Unsound arguments—those that are incomplete, unbelievable, or inconsistent—are weak arguments. To see errors in reasoning in an argument, you need to map the argument first, as you learned in Chapter 7. Then you need to evaluate the reasoning in the argument. As illustrated in Figure 8.1, a well-constructed argument will be both relevant and sound.

www.EnglishPro.ir

QUICK TIPS STEPS TO EVALUATING AN ARGUMENT

1. Map the argument.
2. Evaluate the reasoning.
   a. Determine if the reasoning is deductive or inductive.
   b. Determine if the supporting arguments are relevant.
3. Determine if the argument is sound.
   a. Determine if the argument is complete.
   b. Determine if the argument is believable.
   c. Determine if the argument is consistent.

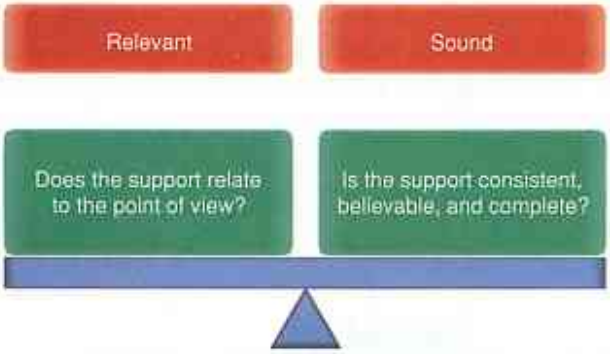


FIGURE 8.1
Considerations to Weigh in Evaluating an Argument

Determining If Support Is Relevant

Evaluating an argument involves first deciding if the support is relevant to the point of view. In other words, does the support directly back up the point the author is making? Whether or not a supporting argument is relevant has to do with whether or not there are errors in the author's reasoning that make you question if the supporting argument directly relates to the point of view. If you are a fan of courtroom drama in novels, movies, or television, you may have read or seen how lawyers approach the judge when the other side presents evidence that is not relevant, shouting, "Irrelevant, your Honor!" Based on whether or not the newly submitted evidence relates directly to the issue at hand, the judge may choose to allow or not allow that evidence to be heard.

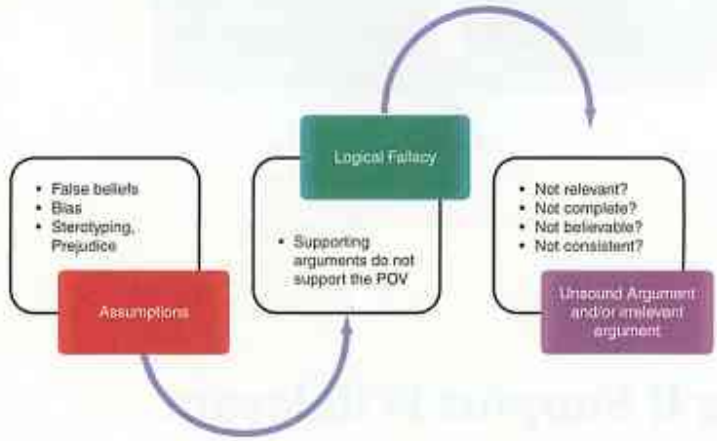
www.EnglishPro.ir

Errors in Reasoning

There are many types of errors in reasoning that logicians, those who study logic, have categorized; literally hundreds of subcategories have been outlined by experts. These logical errors are also known as **fallacies.** A fallacy, from the Latin word meaning deceitful or false, is a flaw in reasoning that, at first glance, may appear to be reasonable or logical. Upon closer inspection, however, you will discover that the logic behind the argument is absent or confused. These errors in reasoning are not necessarily intentional, as is propaganda.

LOGICAL FALLACIES: UNINTENTIONAL ERRORS IN REASONING

Often, the error in reasoning is that an author is operating from certain assumptions, or beliefs, that render the argument unsound. **Assumptions** are beliefs that an author holds true, often unstated, that inform his or her argument. Assumptions may take the form of bias, prejudice, and stereotyping. Assumptions may also make the author "jump to conclusions" rather than clearly and sufficiently explain the support for his or her argument. When an author's assumptions disrupt his or her argument, the result is a logical fallacy. A **logical fallacy** occurs when the premises or supporting arguments do not support the conclusion directly, which makes an argument either irrelevant, not sound, or both.



PROPAGANDA AND CARD STACKING: INTENTIONAL ERRORS IN REASONING

To approach a persuasive reading, a critical reader needs to be aware of two intentions that an author might have in writing in support of a point of view, or a one-sided, biased, position on an issue. One intention—propaganda—aims to mislead and manipulate the reader to advance an agenda. The other intention—card stacking—while clearly presenting a biased point of view on an issue, is hard to avoid

www.EnglishPro.ir

when writing in support of one side. As a critical reader, you need to be aware of what the author's intentions are.

Propaganda is an intentional error in reasoning in which the main purpose is to mislead. Propaganda is a type of message that functions to serve an agenda or promote a one-sided point of view. Even if the message contains fact, it is biased and does not present both sides of an issue. While all arguments promote one side of the issue (after all, the purpose is to persuade the reader of the author's point of view), propaganda has negative connotations because the term implies that an author is deliberately manipulating the reader by confusing the issue and using deceptive tactics. While all persuasive text seeks to manipulate, or convince, the reader to some extent, the *purpose* of propaganda is to manipulate the reader.

Card stacking is a device whereby the author presents information in support of one side of the argument but not the other. This device is common in persuasion and is difficult to recognize because the purpose of an argument is to support one side of an issue and convince the reader to accept that particular point of view. It is important for you to consider counterarguments for any argument and to make an informed decision about whether or not to agree with an author's position.

Be alert to both propaganda and card stacking when evaluating an argument. Unless an author presents a number of counterarguments, presenting the other side's viewpoint, she or he is, at best, guilty of card stacking, and at worst, guilty of propaganda to manipulate you, the reader!

There are seven common propaganda devices, or fallacies of relevance.

1. **Glittering generalities** are sweeping statements that are unsupported by hard evidence. The positive support is vague and usually has to do with abstract concepts such as love, honor, freedom, and other positive, but abstract, values. No concrete argument is made.

   > Smokers have rights. We have the right to freedom and the right to the pursuit of happiness like everyone else. Those who seek to take away your rights are taking away your liberty. That is un-American.

   Issue: Whether or not smokers have rights

   Author's Point of View: Yes, smokers have rights.

   Supporting Arguments:
   1. We have the right to freedom and the right to pursue happiness.
   2. Opponents take away our liberty, which is un-American.

   By declaring smoking laws un-American and by equating smoking with the exercise of freedom, the author is making sweeping statements using vague abstractions like "freedom" and "happiness." The argument is weak and without clear support.

2. **Appeal to authority,** or **testimonial** is the opposite of a personal attack (see #5). In this type of irrelevant argument, an individual's testimony is considered "proof" of the point of view simply because the person is considered an authority. However, the person's authority is questionable; he or she is not qualified to be an authority on the subject in question.

   > Our Founding Fathers would never have tolerated the war over a citizen's right to bear arms. They felt and wrote that all people should have this constitutional right and, so, we must listen to their sound judgment.

www.EnglishPro.ir

Issue: Whether or not citizens have a right to bear arms

Author's Point of View: Yes, citizens should have the right to bear arms

Supporting Arguments:

1. The Founding Fathers would not approve of the opposition to bearing arms.
2. Their judgment is sound.

Here, the basis of the argument relies on the opinions of the Founding Fathers. No actual support as to why we should continue to support the constitutional right is offered. The founding fathers' point of view is an appeal to authority. While the right to bear arms may have been necessary at the time of the Founding Fathers, are social conditions the same today?

3. **Bandwagon** is an error in reasoning where the author claims that "everyone's doing this," so you ought to as well. This term derives from the expression "hopping on the bandwagon," which refers to joining a popular movement. Politicians used to ride on large wagons while campaigning. Bands would play atop the wagons and people would jump on in excitement.

> Bry Carter has proven to be an excellent choice for mayor. Everyone's voting for her and we all know she will be the best person for the job.

Issue: Whether or not Bry Carter should be mayor

Author's Point of View: Yes, Bry Carter should be elected mayor.

Supporting Argument: Everybody's voting for her.

The implication of this message is that because everyone's voting for Bry Carter for mayor, you should, too.

4. **Plain folk** is an error in reasoning in which an author tries to convince the reader that a person is trustworthy. The author wants you to trust this character because he or she is a "regular" person, just like you and me. This technique is used frequently in political campaigns.

> The secretary of state loves to go fishing when he is back on his ranch in his hometown. Isn't he what America needs in the White House?

Issue: Whether or not the secretary of state is good for the position

Author's Point of View: Yes, the secretary of state is good for the position.

Supporting Argument: The secretary of state likes to go fishing and attend his hometown meetings when he can.

The fact that the secretary of state likes to attend hometown meetings and fish is not relevant to his position in the government. But the author manipulates you, the reader, by making you think the secretary of state is "just a regular guy" and, therefore, will do a good job for you.

5. **Personal attack,** or ***ad hominem,*** (from the Latin for "argument to the person"), is a technique of attacking the opponent with name-calling rather than addressing the issue at hand. This is the opposite of appeal to authority (#2).

> How can we trust the eyewitness who claims that Mr. Smith is not guilty of the crime for which he is accused? This witness is a known drug user and, therefore, her testimony is irrelevant.

www.EnglishPro.ir

Issue: Whether or not the witness can be trusted

Author's Point of View: No, the witness cannot be trusted.

Supporting Argument: She is a known drug user.

Here, the issue of the eyewitness testimony is avoided and, instead, "mud is slung" at the eyewitness. Not taken into consideration is whether the eyewitness has recovered from her problems or may be a credible witness. The content of the testimony is dismissed through name-calling. The testimony is dismissed before it is even considered.

6. A **straw man fallacy** occurs when an opponent's argument is misrepresented and then it is argued that the original point of view has been addressed. This error in reasoning oversimplifies, misconstrues, or misrepresents the original argument. Sometimes, quotations are used out of context as evidence for an opponent's position. This position is, then, counterargued. The problem is that what is counterargued is not the original position of the opponent in the first place. The name derives from the idea of attacking a straw man and claiming victory while the real opponent has not been defeated at all. Straw man is, in short, a diversion tactic to divert attention from the real issue.

> Cassandra thinks that parents should carefully monitor their children's TV viewing. That's ridiculous; you cannot place children in a vacuum their whole lives.

Issue: Whether or not children's TV should be monitored

Author's Point of View: Children's TV viewing should not be monitored.

Supporting Argument: Children cannot be kept in a vacuum, away from daily life.

You can see from this example that the position of the opponent, Cassandra, is simply to monitor children's TV watching. To prove her wrong, the author has made a straw man argument by suggesting that Cassandra's original intent was to keep children from experiencing real life. This is not at all what she was contending.

7. An **appeal to emotion** is used to evoke a strong emotion in a reader in order to give power to the author's point of view. The appeal is to emotion instead of to logic. The author uses loaded and emotionally charged language and manipulates the reader. This often takes the form of **appeal to fear,** where the danger of a situation is stressed in order to convince the reader that the author's point of view is reasonable. **Appeal to pity** is a manipulative technique to convince you to support the underdog or someone in need. The support does not directly relate to the issue. Instead the author is "tugging on your heartstrings" to convince you to go along with his or her point of view. In addition, an author may use an appeal called **the slippery slope,** which means that unless you adopt the point of view of the author, you are doomed.

> If we do not do something now about the war on terror, we will be at the mercy of those who want nothing more than to see us perish. Thousands will suffer at the hands of the terrorists. Many will be women and children—unless you take action at once.

Issue: Whether or not you should take action on the war on terror

Author's Point of View: You must take action on the war on terror.

www.EnglishPro.ir

Supporting Arguments:

1. If we don't act now, the terrorists will kill us.
2. Thousands of women and children will suffer.

In this example, notice how emotionality is the main component of the support. Rather than offer specific support as to how the war on terror should be launched, the author just appeals to our fear and our pity for potential victims.

QUICK TIPS DETERMINING RELEVANCE OF SUPPORT

Propaganda and Errors of Reasoning	
Relevance	Do the supporting arguments directly relate to the point of view? Or, are the supporting arguments relevant to the point of view?
Propaganda	Intentionally misleading
Errors in reasoning	Unintentional, but misleading
Glittering generalities	Support is abstract and not concrete
Appeal to authority (testimonial)	Support from testimony of an "expert" who is not qualified
Bandwagon	Because "everyone's" doing this, you should, too
Plain folk	Tries to convince a reader that a person is trustworthy because he or she is a "regular" person
Personal attack (*ad hominem*)	Attack through name calling
Straw man	An opponent's argument is misrepresented
Appeals to emotion • Appeal to fear • Appeal to pity • Slippery slope	Appeal is to emotion rather than logic
Question to Ask Yourself	**Type of Error in Reasoning**
Is the Support Relevant?	
• Does the author make sweeping statements about abstract values?	Glittering generalities
• Does the author use an authority figure as the basis of support for a point of view?	Appeal to authority
• Does the author contend that you should agree because everyone else does?	Bandwagon

www.EnglishPro.ir

• Does the author suggest that someone is trustworthy just because he or she acts like a "regular" person?	Plain folk
• Does the author attack the opponent rather than address the issues?	Personal attack
• Does the author attack an opponent's argument by distorting the original argument?	Straw man
• Does the author manipulate the reader with emotional appeals?	Appeal to emotion

In order for the argument to be substantial, the support needs to be *relevant* to the author's point of view. The evidence that the author provides to support her or his main point must directly relate to the point of view. Even if you agree with the author's position on an issue, if the support is not directly related to the point of view, the argument is not substantial.

On Your Own IDENTIFYING ERRORS IN REASONING

Here are statements that have an error in reasoning related to relevance. Identify the error from the list of possibilities below. Be ready to support your reasoning.

A. Glittering generalities
B. Bandwagon
C. Personal attack
D. Appeal to authority
E. Plain folk
F. Straw man
G. Appeal to emotion

____ 1. You always tell me not to smoke. How can you say this when you smoke a pack of cigarettes a day?

____ 2. I am not a doctor, but I play one in the television drama *Medical Maelstrom*. I find that Relief Tabs always work on my headache. You should try them, too.

(Continued)

www.EnglishPro.ir

____ 3. John tells his new peer group that Heat Wave is his favorite band. Everyone looks at him and smirks at his comment. "Really?" they say. "We like Smash Freak. They are by far the best band to come along in years." John looks embarrassed. Finally, he says, "I was just kidding; Smash Freak is way better!"

____ 4. A teenager asks her parent if she can attend a party late one Saturday night. The parent disapproves of this idea. "You never let me do anything," the teenager responds.

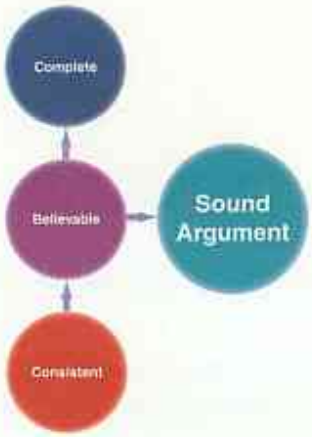
____ 5. The Dove beauty campaign "Real Beauty" doesn't promise to make you look like a supermodel if you use their products. But Dove will make you look like a "regular" person who is very wholesome and attractive.

____ 6. We have to stop the rising tuition costs at our school. If we don't, we will soon be paying the same amount as students at private colleges: $30,000 per year!

____ 7. Randy drives by a billboard that features a picture of a car. The caption reads: "Chevrolet, an American Revolution."

Determining If an Argument Is Sound

The reader needs to question if the support is complete. Does the support prove the conclusion or substantiate the author's point of view? If the support is insufficient in supporting the point of view, then the argument is incomplete.



An argument is sound if the support is complete, believable, and consistent.

www.EnglishPro.ir

Sometimes support for an argument is not believable, which leads the reader to question whether the foundation of the argument is credible. If it is not believable, then the point of view is in question.

Similarly, sometimes the support for an argument is not consistent. This means that support can contradict itself, other supporting points, or the point of view. If an essential piece of information is lacking, the argument is inconsistent. So, in order for an argument to be sound it must have support that is complete, believable, and consistent as well as relevant to the point of view.

The following four errors in reasoning may show relevance, but they are either unbelievable, inconsistent in supporting the point of view, or the support is incomplete and not adequate to fully explain and substantiate the point of view. These errors in reasoning stem from the faulty assumptions of an author. They are probably unintentional, unlike deliberate errors in reasoning such as propaganda.

1. **Non-sequiturs,** from the Latin "does not follow," are errors in reasoning whereby the conclusion does not logically follow from the arguments. The author makes an **assertion,** or an unsupported claim, and provides evidence that does not support the claim. Alternatively, the author may simply not have thought of other explanations.

   The FDA has begun to fund preventative drug therapy for Parkinson's disease. Clearly, the FDA has found a cure.

   Issue: Whether or not the FDA has found a cure for Parkinson's disease

   Author's Point of View: The FDA has found a cure for Parkinson's disease.

   Supporting Argument: The FDA is now funding preventative drug therapy.

   In this example, the author uses the funding of preventative medication as proof that a cure has been found for Parkinson's disease, but evidence is not provided to support this claim.

2. A **false cause** is attributed when an author maintains that because two or more events occurred simultaneously, they are related by a cause and effect relationship. This error in reasoning is also known as **oversimplification.** In other words, all the conditions surrounding the claim are either "black or white" or "right or wrong." There is no room for "grey" areas. Of course, few issues in our world are so well-defined as to allow no contingencies, or exceptions. Often, an author attributes an issue to a single cause.

   Video games must be closely monitored and even censored because of the violence they encourage. The perpetrators of the crime were both adolescents who were known to play video games frequently. Clearly, gaming unleashed their savage impulses as they became desensitized to violence.

   Issue: Whether or not video games should be monitored and censored because they encourage violence

   Author's Point of View: Yes, video games should be monitored and censored.

   Supporting Arguments:
   1. Perpetrators of the crime were adolescents who played video games.
   2. Gaming made them savage and desensitized to violence.

   In this example, the crime committed by the adolescents was attributed to the video games. The author jumps to a conclusion without proof.

www.EnglishPro.ir

3. A **faulty analogy** is made when an author assumes that two situations are parallel when, if fact, there are substantial differences.

> The social turmoil and decadence in today's society is the same as that of ancient Rome before the fall of the republic. Like the modern western world, Rome had a corrupt government that did not pay attention to civil unrest. Also, in both societies, money was squandered by the rich and was in short supply by the poor. Rome fell, and so shall we.

Issue: Whether or not modern society is the same as ancient Rome before the fall of the republic

Author's Point of View: Yes, modern society is the same as ancient Rome and we, too, will "fall."

Supporting Arguments:

1. Government is corrupt.
2. No attention is paid to civil unrest.
3. Money is squandered by the rich and is in short supply to the poor.

In the arguments to support the point of view, the author does not address the substantial differences between the modern world and ancient Rome.

4. **Circular reasoning** simply restates the point of view of the argument rather than providing supporting evidence and actually addressing the argument. The author uses the point of view as one of the arguments. This type of support is also called "begging the question." To "beg" the question means that the author is asking you to give in.

> We should ban the use of Propranolol, the memory-blocking drug. Ethically, blocking someone's memory, regardless of motivation, equals altering the person's mind. Some argue that memory-blocking pharmaceuticals are useful and humane for people who have suffered post-traumatic stress disorder or who have suffered from the aftermath of a violent crime or similar trauma. But wiping out memory takes therapy too far; it takes away memory.

Issue: Whether or not the memory drug Propranolol should be banned

Author's Point of View: Yes, the memory-blocking drug Propranolol should be banned.

Supporting Arguments:

1. Blocking memory is altering a person's mind.
2. Wiping out memory takes away memory.

In the arguments, the author merely restates the point of view without providing any evidence to support the claim that the drug should be banned.

www.EnglishPro.ir

QUICK TIPS DETERMINING IF AN ARGUMENT IS SOUND

Four Errors in Reasoning	
Sound	***Are the supporting arguments complete, believable, and consistent?***
Non sequiturs	The point of view or conclusion does not follow from the arguments.
False cause	The cause and effect relationship does not necessarily make sense. There may be other explanations for the apparent cause-effect.
Faulty analogy	There is an incorrect assumption that two situations are parallel and can be compared.
Circular reasoning	The author supports the point of view with a restatement of the point of view. No genuine support is offered.

QUICK TIPS RECOGNIZING ERRORS IN REASONING

When you evaluate an argument to see if it's sound, ask yourself: Is the argument complete, believable, and consistent? In order to determine the type of error in reasoning, ask yourself the following questions.

Question to Ask Yourself: Is the support complete, believable, and consistent?	***Type of Error in Reasoning***
• Does the author provide sufficient proof or evidence to support a claim that is made or implied?	Non sequitur
• Is the support resting on a faulty cause and effect relationship?	False cause
• Does the author make a comparison that is unsupported?	False analogy
• Is the support restating the point of view?	Circular reasoning

On Your Own IDENTIFYING ERRORS IN REASONING

Below are statements that contain an error in reasoning related to completeness, believability, and consistency. Identify the error from the list of possibilities. Be ready to support your reasoning.

A. False analogy
B. Circular reasoning
C. Non sequitur
D. False cause

____ 1. Grunge music became popular at the same time things started to go wrong in our cities. Crime rates skyrocketed and drug abuse doubled. If we got rid of grunge, our cities would be better and safer.

(Continued)

www.EnglishPro.ir

____ 2. Being in college is like working for a company: You have to put in the time each day and you are expected to produce results by deadlines.

____ 3. Ford was the best auto maker for decades. Ford cars dominated the American auto market and, as a result, employees of Ford manufacturing were paid well. Ford could afford to pay well because they made the best cars.

____ 4. Miranda is great at racing cars on her new video game. She must be a good driver on our city streets, too.

Author's Credentials and Intended Audience

In order to evaluate an argument, you need to pay attention to who the author is and whom he or she intends to read the argument. These two considerations are important because they influence your judgment about whether or not the argument is relevant, consistent, believable, and complete.

AUTHOR'S CREDENTIALS

Whether or not an author's background, experience, and expertise lend authority to his or her point of view is an important consideration. The word *credentials* comes from the Latin root, *cred*, which means "believable." As a critical reader, you want to consider if the author is qualified to render a decision on the issue. If the author has authority by virtue of his or her background, experience, or expertise, then this authority lends some weight to the author's point of view and supporting arguments. If the author does not have the background, experience, or expertise to pass judgment on the issue, then this weakens the author's argument. For example, an author with a medical degree would hold more credibility when arguing a medical issue than an author who is simply a medical correspondent for a newspaper.

INTENDED AUDIENCE

It is important to consider whom the author has in mind as his or her readers. You can determine the author's intended audience by looking at the choice of language and style of writing (level of vocabulary, tone, bias, and loaded language), as well as the type of publication in which the writing is found and typical readership of that publication. For example, if the reading is from a college-level textbook, the probable intended audience is college students. If the publication is a general U. S. newspaper, the probable audience is the general public. If the publication is an academic journal, the probable audience is those educated in that discipline.

www.EnglishPro.ir

FIGURE 8.2
Determining an Author's Credentials and Intended Audience

QUICK TIPS HOW TO EVALUATE AN ARGUMENT

- ✓ Map the argument.
- ✓ Determine if the reasoning is inductive or deductive.
- ✓ Identify the type of support.
- ✓ Check the credentials of the author.
- ✓ Determine the intended audience.
- ✓ Determine if any type of error in reasoning is present.
- ✓ Check the arguments for relevance.
- ✓ Is the argument sound? Check to see if the arguments are consistent, believable, and complete.

Thinking It Through EVALUATING AN ARGUMENT

Preview this article, identifying the issue and the author's point of view. Then read the article through, identifying the supporting arguments and noting them in the margins. Next, identify the type of support in brackets after the supporting argument. After you read the article, determine if the reasoning in the argument is inductive or deductive and whether the arguments are relevant and sound. If they are not, refer to the Quick Tips on pages 558 and 563 to identify the propaganda or errors in reasoning. Make sure to consider the author's credentials and authority when you evaluate the argument. In addition, consider whom the author intends as the audience.

(Continued)

www.EnglishPro.ir

Cash to Doctors Can Ruin Patients' Trust

by the Editor, *Miami Herald*

1 Here's a disturbing proposition. What if your doctor is getting cash rebates based on the volume of drugs he or she prescribes to you and other patients? That would pretty much destroy the trust that you have in your doctor, wouldn't it?

Issue: Whether or not there should be a law to ban cash rebates based on the volume of drugs prescribed by doctors
POV: There should be a law to ban all cash rebates on the volume of drugs prescribed by doctors.

2 There ought to be a law against such practices and, in fact, there is. The problem, though, is that the law doesn't cover all situations. Federal law prohibits such conflicts between doctors and drug companies for medicines in pill form that are purchased by patients at pharmacies. Not covered are rebates for injected or intravenous medicines administered in clinics or doctor's offices. The Food and Drug Administration should discourage these practices immediately, and Congress should stiffen federal laws to ban them outright.

Argument 1: Federal law prohibits payment for pills purchased at pharmacies **(fact).**
Argument 2: Rebates for injected medicines given at the doctor's office are not covered by the law **(fact).**

3 An article in *The New York Times* last week shed some light on the practice. The article described how two major drug companies, Amgen and Johnson & Johnson, paid millions of dollars each year to doctors who administered these companies' anemia medicines to their patients.

Argument 3: Two drug companies paid millions to doctors to give anemia medication to their patients **(fact).**

4 Critics say that such large payments to doctors and kidney-dialysis centers (that also use large quantities of the drugs) create an incentive for doctors and the clinics to overuse the medicines. It doesn't help that the FDA released a report last week suggesting that the drugs' used in cancer patients might have to be curtailed. The report said there was no evidence showing that the medicines improved patients' quality of life or extended their survival.

Argument 4: These payments to doctors and kidney-dialysis centers create possible overuse of the medicines **(opinion, reasons).**
Argument 5: The FDA reports that drugs for cancer patients may be stopped due to evidence showing no improvement **(fact that the FDA reported this; opinion offering reasons to suggest stopping the drugs).**

5 Nevertheless, for patients who suffer with anemia or who require kidney dialysis, the drugs are widely used in the United States and are considered beneficial when used appropriately. Since 1991, the average dosage given to U. S. patients has nearly tripled, *The Times* reported.

Argument 6: Anemia and kidney drugs are considered beneficial when used correctly **(fact, testimony).**
Argument 7: Since 1991, dosages of drugs given to those who have anemia or need dialysis have tripled **(fact).**

6 When patients visit a doctor or a clinic, they want to know that the doctor's advice and prescribed medications are based on what is in their best interest, not the doctor's financial interests. Rebates and payments to doctors

www.EnglishPro.ir

for prescribing or administering any drug create such an obvious conflict of interest. These incentives should be banned outright.

Argument 8: Patients deserve to know if prescribed drugs are in their interests, not the doctor's financial interests **(opinion, reason).**

7 A conscientious doctor will take pains to keep abreast of the latest research and medications that could help patients. A too-close relationship with a particular brand or drug company, cemented by generous financial rewards, can put doctors in the uncomfortable position of making decisions based on personal wealth rather than the health of patients.

Argument 9: Incentives from drug companies are a conflict of interest for prescribing doctors **(opinion, reason).**

8 Congress and the FDA should remove the temptation altogether. They should tighten the rules and strengthen the law to eliminate the potential conflict.

Restates POV

Are the arguments relevant to the author's point of view? Is the argument complete, believable, and consistent? If so, the argument is sound. Let's look at the nine arguments again.

Issue: Whether or not there should be a law to ban cash rebates based on the volume of drugs prescribed by doctors

Point of View: There should be a law to ban all cash rebates based on the volume of drugs prescribed by doctors.

Supporting Argument 1: Federal law prohibits payment for pills purchased at pharmacies **(fact).**

Supporting Argument 2: Rebates for injected medicines given at the doctor's office are not covered by the law **(fact).**

Supporting Argument 3: Two drug companies paid millions to doctors to give anemia medication to their patients **(fact).**

Supporting Argument 4: These payments to doctors and kidney-dialysis centers create possible overuse of the medicines **(opinion, reasons).**

Supporting Argument 5: The FDA reports that drugs for cancer patients may be stopped due to evidence showing no improvement **(fact that the FDA reported this; opinion, reasons to suggest stopping the drugs).**

Supporting Argument 6: Anemia and kidney drugs are considered beneficial when used correctly **(fact, testimony).**

Supporting Argument 7: Since 1991, dosages of drugs given to those who have anemia or need dialysis have tripled **(fact).**

(Continued)

www.EnglishPro.ir

Supporting Argument 8: Patients deserve to know if prescribed drugs are in their interests, not the doctor's financial interests **(opinion, reason).**

Supporting Argument 9: Incentives from drug companies are a conflict of interest for prescribing doctors **(opinion, reason).**

Is the reasoning in the argument deductive or inductive? Deductive reasoning occurs when:

- The conclusion *leads* to proof, evidence, or support.
- General principles are used to reach specific conclusions.

Inductive reasoning occurs when:

- Proof, evidence, or support *leads* to a conclusion by a process of logic.
- The specific supporting points *lead* to the generality.

Does the conclusion follow from the proof or support, or does the proof or support follow from the conclusion? In this case, the conclusion follows from the supports: The author arrives at the determination that financial incentives from drug companies should be banned because of the supporting arguments, so the argument is inductive.

Does each of the supporting arguments back up the point of view directly? Each argument needs to be a direct support of the point of view. We can check this by following each argument with "Therefore, there should be a law to ban all cash rebates on the volume of drugs prescribed by doctors." Two of the arguments presented do not directly support the point of view (Supporting Arguments 5 and 6), and one argument is not believable (Supporting Argument 7).

Is each of the arguments relevant to the point of view and complete, believable, and consistent? Supporting Argument 5 is not relevant: *The FDA reports that drugs for cancer patients may be stopped due to evidence showing no improvement.* The point of this statement is not supported and needs further explanation. How does curtailing drugs for cancer patients function to support the idea that financial incentives ought to be banned? Probably the author assumes that because drugs for cancer patients may be stopped and doctors will lose money from drug company incentives, doctors will have more reason to overuse the drugs for other medical ailments on patients. However, this assumption is not supported with any reasoning. This is an incomplete argument and an example of a non sequitur.

Supporting Argument 6 is not relevant: *Anemia and kidney drugs are considered beneficial when used correctly.* Because the issue is that doctors may overprescribe these drugs to receive incentive money from the drug companies, why would the author include this information? Could it be that doctors have prescribed these drugs in increasing amounts because patients benefit rather than for the money from drug companies? This is another example of a non sequitur because the reasoning in this argument does not support the author's point of view.

www.EnglishPro.ir

Supporting Argument 7 is not completely believable or supported. The author implies that the increase in dosages for kidney drugs is due to doctors overprescribing the drugs: *Since 1991, dosages of drugs given to those who have anemia or need dialysis have tripled.* Is it possible that dosages have increased threefold because medical science has seen the benefits of these drugs for the patients? Argument 7 is an example of false cause and oversimplification. There may well be alternative explanations, even though the author suggests doctors' greed as the reason for the increased use of the drugs.

Is the argument sound? Do you think the author has proven that financial incentives from drug companies should be banned? Yes. While there are some errors in reasoning as noted, the argument is by and large sound. Six out of the nine supporting arguments are sound and relevant. The author is a writer for *The Miami Herald* newspaper; he is well informed about the topic, but he is not a medical doctor and does not have expertise as a pharmaceutical executive, as far as we know. Because the piece is an editorial for a newspaper, the author's intended audience is the general public.

On Your Own EVALUATING AN ARGUMENT

Follow the outline from Thinking It Through to evaluate the following argument. Preview the article, ascertaining the issue and the author's point of view. Then read the article through, identifying the supporting arguments and noting them in the margins. Identify the type of support in brackets after the supporting argument. After you read the article, determine if the reasoning in the argument is inductive or deductive. Next, determine if the arguments are relevant and sound. If not, refer to the Quick Tips on pages 558 and 563 to identify the propaganda or errors in reasoning. Make sure to consider the author's credentials and authority when you evaluate the argument. In addition, consider whom the author intends as the audience.

Doctors Who Fail Their Patients

Editor, *The New York Times*

1 It was bad enough when pharmacists who call themselves pro-life refused to fill prescriptions for morning-after pills and an emergency medical technician refused to help drive a woman to an abortion clinic. Now a new survey has revealed that a disturbing number of doctors, at the presumed pinnacle of the health professions, feel no responsibility to inform patients of treatments that the doctors deem immoral or to refer them to other physicians for care. Although the close-mouthed doctors claim a right to follow their consciences, they are grievously failing their patients and seem to have forgotten the age-old admonition to "do no harm."

(Continued)

www.EnglishPro.ir

2 The survey, by researchers at the University of Chicago, was published last week in *The New England Journal of Medicine*. The researchers mailed questionnaires to some 2,000 doctors asking whether they had religious or moral objections to three controversial practices. Of the 1,144 who responded, only 17 percent objected to "terminal sedation" to render dying patients unconscious, but 42 percent objected to prescribing birth control for adolescents without parental approval, and 52 percent opposed abortion for failed contraception.

3 The encouraging news is that substantial majorities thought that doctors who objected to a practice nevertheless had an obligation to present all options and refer patients to someone who did not object. But that left 8 percent who felt no obligation to present all options and an alarming 18 percent who felt no obligation to refer patients to other doctors. Tens of millions of Americans probably have such doctors and are unaware of their attitudes.

4 The researchers put the burden on patients to question their doctors upfront to learn where they stand before a crisis develops. But that lets doctors off the hook. Physicians have a right to shun practices they judge immoral, but they have no right to withhold important information from their patients. Any doctors who cannot talk to patients about legally permitted care because it conflicts with their values should give up the practice of medicine.

Issue: _____

Point of View: _____

Supporting Argument 1: _____

www.EnglishPro.ir

Supporting Argument 2: _____

Supporting Argument 3: _____

Supporting Argument 4: _____

Is the reasoning in the argument deductive or inductive? _____

(Continued)

www.EnglishPro.ir

Does each of the supporting arguments back up the point of view directly? _____

Is each of the arguments relevant to the point of view and complete, believable, and consistent? _____

Is the argument sound? _____

VOCABULARY STRATEGY

Intended Meaning: Euphemisms and Doublespeak

In Chapter 7, you learned that loaded language reveals bias as well as tone in an author's writing. As a critical reader, you know that the connotations of words and the use of a particular writing style

www.EnglishPro.ir

can reveal the author's position on an issue as well as the author's underlying attitude. Sometimes, however, the author may say one thing in writing and mean another. This is called the author's **intended meaning.** Euphemisms and doublespeak are specific kinds of loaded language and exhibit further subtleties of language that can blur what an author says and what that author really means. A critical reader needs to be aware of this language in order to evaluate the reasoning in a piece of writing.

Euphemisms

A **euphemism** is a "nice" way of saying something unpleasant or blunt. The root word for *euphemism* is *eu*, the ancient Greek word for "good." So a euphemism is a socially acceptable way of substituting agreeable wording for unpleasant or offensive truths. We use euphemisms all the time. For example, consider the following.

We put a suffering or aged pet *to sleep* instead of *killing* it.

We say a loved one has *passed away* instead of saying that he or she has *died*.

We say that an employee has been *let go* instead of *fired*.

We refer to the *ladies' room* instead of *toilet*.

We use the word *incident* instead of *fight* to describe a confrontation or showdown.

All these examples use an agreeable term to "disguise" an unpleasant truth. Even though euphemisms cloak unpleasant realities with pleasant terminology, they do function to mislead the reader by manipulating the realities of the situation. Sometimes this is deliberately misleading, as with propaganda, and serves to manipulate for gain. Sometimes euphemisms serve to cushion social situations out of politeness or pleasantry. In any event, while not always sinister, euphemisms deliberately cloak reality under the guise of pleasantry.

Doublespeak

Doublespeak, a type of euphemism, is the use of language to blunt or nullify a harsh truth. This type of loaded language definitely functions to manipulate and obfuscate (or confuse) the situation. Doublespeak is deliberately constructed to disguise or distort the truth. It can take the form of euphemism or can involve deliberately ambiguous terminology. Like propaganda, doublespeak has one intent: manipulation to serve an agenda. In fact, doublespeak is a type of propaganda technique! Its purpose is to distort thought using language that has neutral or even positive connotations. Doublespeak can be distinguished from euphemisms by its use by large, powerful groups.

Sometimes this type of propaganda is exercised by corporations, governments, the military, social agencies, sports agencies, religious institutions, and other powerful bodies. It functions as a deliberate, manipulative effort to cloud negative connotations of words or phrases and make the terminology

www.EnglishPro.ir

neutral. Moreover, this type of euphemism distorts the truth of what it depicts by making an upsetting reality bland and disguised as something not so bad. As the name implies, the language says one thing, but means another. Notice how these examples neutralize the strong emotions that might be evoked when what is being communicated is comprehended.

Collateral damage means killing innocent civilians while attacking an enemy of war.

Friendly fire means accidentally killing military personnel on your own side.

Downsizing means firing employees.

Ethnic cleansing means genocide.

Person of interest means suspect.

Shock and awe means massive bombing.

Subsidized means welfare.

Outsourced means dismissing local labor to hire cheap labor in other countries.

Human intelligence means spies.

Physical persuasion or pressure means torture.

Aggressive enforcement means racial profiling or harassment.

On Your Own IDENTIFYING EUPHEMISMS AND DOUBLESPEAK

The following terminology makes a negative connotation more acceptable. Decide if the phrase is a euphemism or, if it is more manipulative, an example of doublespeak. Write E next to the phrases that qualify as euphemisms and D next to the phrases that qualify as doublespeak.

_____ 1. *Restroom* for lavatory

_____ 2. To *take out*, meaning "to assassinate"

_____ 3. *Casualty* for those killed or maimed in war

_____ 4. *Correctional facility* for prison

_____ 5. *Incentive* for bribe

_____ 6. *Capital punishment* for executing inmates

www.EnglishPro.ir

UNDERSTANDING GRAPHICS

Recognizing Propaganda in Advertisements

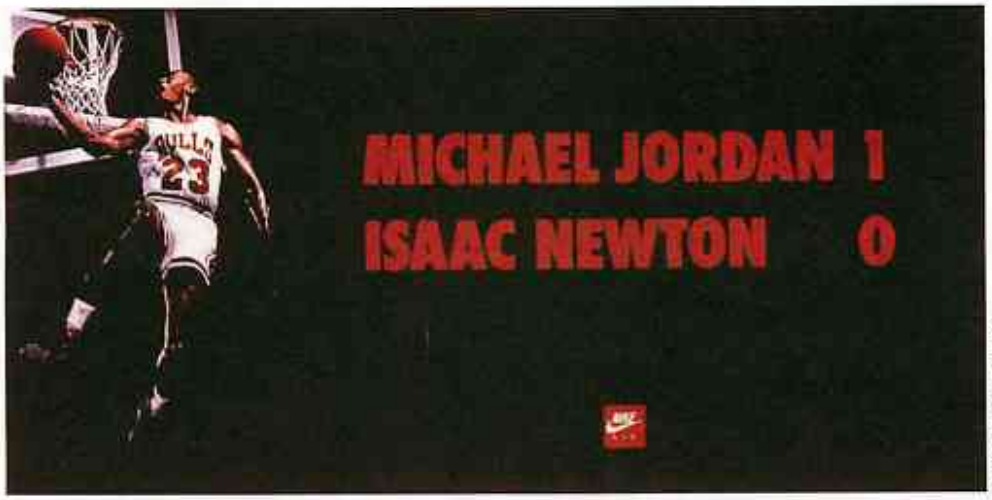
Each day, you are bombarded with images aimed to convince you to buy products. Advertisements contain propaganda in order to sway the buyer to identify with the product and be convinced to purchase the product. Like arguments, good advertisements persuade the reader to adopt the advertiser's point of view. In the case of the advertiser, the point of view you are convinced to adopt is that you want to buy the product. As a reader of graphic material, you can use your understanding of errors in reasoning and propaganda in written text to identify propaganda in advertisements.

In the example here, which propaganda device is used to sell Nike shoes?

a. Appeal to authority

b. Appeal to emotion

c. Bandwagon



Advertising Archives

In this advertisement, Michael Jordan is winning the game and wearing Nike shoes. Isaac Newton is losing the game. In order to understand the impact of the advertisement, you need to understand the allusion to Isaac Newton. Newton was a famous British physicist, born in the eighteenth century, who wrote about gravity and wrote the three laws of motion. Why is Newton Michael Jordan's competition? The advertisement implies that by wearing Nike shoes, Jordan is a winner and even the known genius of Newton (especially in the area of gravity) cannot compete with the gravity-defying power of Nike shoes! Jordan is one of the foremost professional basketball players and an authority on the game. He wears Nike shoes, and so should you. The answer is "a," appeal to authority.

www.EnglishPro.ir

On Your Own IDENTIFYING PROPAGANDA IN ADVERTISEMENTS

Each advertisement is followed by three possible propaganda devices. Determine which of the three types of propaganda is used to sell the products featured. Write a brief explanation of your choice of answer. Be prepared to discuss your reasoning with group members or during whole-class discussion.

1.

Advertising Archives

a. Bandwagon
b. Plain folk
c. Glittering generalities

_____

_____

_____

_____

2.

Advertising Archives

a. Appeal to emotion (fear, pity, slippery slope)
b. Plain folk
c. Glittering generalities

www.EnglishPro.ir

3.

Advertising Archives

a. Bandwagon
b. Appeal to emotion
c. Appeal to authority

4.

Advertising Archives

a. Bandwagon
b. Plain folk
c. Glittering generalities

(Continued)

www.EnglishPro.ir

5.

Advertising Archives

a. Bandwagon
b. Plain folk
c. Glittering generalities

www.EnglishPro.ir

Applications

APPLICATION 1

In this application, you will read two sides of a debate on whether or not to use scientific techniques to enhance memory and other cognitive functions, first published in *CQ Researcher*. The first article argues the view that new scientific techniques should be used to enhance memory. The author is a science correspondent for the Reason Foundation, which, according to their Web site, is "a public policy think tank promoting choice, competition, and a dynamic market economy as the foundation for human dignity and progress." The second editorial proposes that using scientific techniques to enhance memory is unethical. The authors are experts on cognitive enhancements affiliated with the British Medical Association.

The term *cognitive enhancement drug* applies to a variety of pharmaceuticals that appear to have properties that enhance memory, even if that is not what they were originally prescribed to do. Many of these drugs treat other cognitive symptoms or conditions, like Alzheimer's disease, Parkinson's disease, or ADHD (attention-deficit hyperactivity disorder). The use of these drugs for cognitive enhancement is still experimental.

Read the pro/con written debate, think critically, and use the critical reading strategies you have learned in this chapter to evaluate the arguments presented. After you read, mark the text. Next, determine if the arguments are relevant to the authors' points of view and if those arguments are consistent, believable, and complete. Be careful to determine if the writers of the articles possess the expertise to argue convincingly and with authority. In addition, consider whom the authors intend as their audience. If you notice any euphemisms or examples of doublespeak in the readings, circle them and write them in the chart following the reading.

Preventing Memory Loss: Pro/Con: Should We Encourage Use of Scientific Techniques to Enhance Memory and Other Cognitive Functions?

PRO

by Ronald Bailey

1 The dawning age of neuroscience promises not just new treatments for Alzheimer's and other brain diseases, but enhancements to improve memory, boost intellectual acumen, and fine-tune our emotional responses.

2 For example, a number of companies are already hard at work developing memory drugs. If these compounds can fix deficient memories, it is likely that they can enhance normal memories as well. Several objections to such enhancements recur in neuroethicists' arguments. None of them is really convincing.

3 Erik Parens of the Hastings Center, a bioethics think tank, argues that it's better to enhance a child's performance by changing his environment than by changing his brain—that it's better to reduce his class size than to give him Ritalin. But this is a false dichotomy. Reducing class size is aimed at changing the child's biology, too. Activities like teaching

www.EnglishPro.ir

are supposed to induce biological changes in a child's brain, through a process called learning.

4 A perennial objection to new medical technologies is "unfairness in the distribution of resources." In other words, the rich and their children will get access to brain enhancements first, and will thus acquire more competitive advantages over the poor. But this objection rests on the same false dichotomy as the first. If anything, the new enhancements might increase social equality.

5 Not content to argue that the distribution of brain enhancements won't be egalitarian enough, some critics turn around and argue that it will be too egalitarian. This is a flagrant example of the zero-sum approach that afflicts so much bioethical thought. Let's assume, for the sake of argument, that everyone in society will take a beneficial brain-enhancing drug. Their relative positions may not change, but the overall productivity and wealth of society would increase considerably, making everyone better off. Surely that is a social good.

6 Like any technology, neurological enhancements can be abused, especially if they're doled out—or imposed—by an unchecked authority. But critics have not made a strong case for why individuals, in consultation with their doctors, should not be allowed to take advantage of new neuroscientific breakthroughs to enhance the functioning of their brains. And it is those individuals that the critics will have to convince if they seriously expect to restrict this research. It's difficult to believe that they'll manage that. In the 1960s, many states outlawed the birth control pill, yet Americans managed to roll back those laws.

COMPREHENSION CHECK

Issue: _____

_____

Point of View: _____

_____

Supporting Arguments:

1 _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

www.EnglishPro.ir

2 _____

3 _____

4 _____

Is the reasoning in the argument deductive or inductive? _____

Does each of the supporting arguments back up the point of view directly? _____

Is each of the arguments relevant to the point of view and complete, believable, and consistent? _____

Is the argument sound? _____

Examples of loaded language:

EXAMPLE	PARAGRAPH	EUPHEMISM OR DOUBLESPEAK?	ACTUAL MEANING OF THE WORD OR PHRASE

www.EnglishPro.ir

CON

by Expert Group on Cognitive Enhancements

1 There is evidence that some pharmaceutical products, or medical procedures developed to treat recognized medical conditions, may also enhance intellectual performance in healthy individuals.

2 Unfortunately for those who would like to draw clear boundaries, whether an intervention should be classified as therapy or enhancement is a judgment always made in the eye of the beholder.

3 There is undoubtedly a huge potential market for drugs that enhance cognitive abilities for treating recognized and diagnosed disorders, such as Alzheimer's disease. There is a danger, however, that the existence of such a massive potential market may result in exaggerated claims for the benefits such drugs can offer and the minimization of their adverse effects. There is already evidence that the use of prescription drugs by high-school and college students as "study aids" is not uncommon in the United States.

4 Some commentators have pointed out that the idea that "cognition is good, so increased cognition is better" may turn out to have unintended consequences and that the assumption that "memory drugs will simply increase the amount of memory we have available, leaving all other cognitive and affective processes unaffected" may be incorrect.

5 In fact, our brains selectively filter out some information and memories, particularly those that are trivial or traumatic, and we do not know whether drugs to enhance memory will impair this important function. There may be a risk of "overenhancement"—of being plagued by unwanted and traumatic memories. Or, oversupply of memories could overload the memory system so that, ironically, our ability to perform complex cognitive tasks is, in fact, impaired, defeating the object of the exercise.

6 One of the strong concerns about the use of cognitive enhancement is that it will increase inequality because it will be available only to those who are willing and able to pay. The highly competitive environment that the use of cognitive enhancers encourages may, in fact, hinder the development of caring attitudes because of the strong emphasis on individual gain.

7 The increasing use of cosmetic surgery is a common example of where people are willing to take medical risks for the sake of enhancement. But should the same apply to cognitive enhancement? The brain is an extremely complex and sensitive structure of which we still have only a partial understanding; this means that the risks of intervening are inevitably greater. The high chance of unanticipated side effects raises questions about our ability to provide sufficient information to allow people to make informed choices.

www.EnglishPro.ir

COMPREHENSION CHECK

Issue: _____

Point of View: _____

Supporting Arguments:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Is the reasoning in the argument deductive or inductive? _____

Does each of the supporting arguments back up the point of view directly? _____

Is each of the arguments relevant to the point of view and complete, believable, and consistent? _____

Is the argument sound? _____

www.EnglishPro.ir

Examples of loaded language:

EXAMPLE	PARAGRAPH	EUPHEMISM OR DOUBLESPEAK?	ACTUAL MEANING OF THE WORD OR PHRASE

www.EnglishPro.ir

APPLICATION 2

In this application, you will read two sides of a debate on whether or not to provide financial incentives for organ donations first published in *USA Today*. The first article is the newspaper's view that money should be used to encourage organ donations. The second editorial, written by Charles B. Fruit, chairman of the National Kidney Foundation, proposes that providing financial incentives is unethical. Read the debate, think critically, and use the critical reading strategies you have learned in this chapter to evaluate the arguments presented. After you read, mark the text. Next, determine if the arguments are relevant to the authors' points of view and if they are consistent, believable, and complete. Be careful to determine if the writers of the articles possess the expertise needed to argue convincingly and with authority. In addition, consider whom the authors intend as their audience. If you notice any euphemisms or examples of doublespeak in the readings, circle them and write them in the chart following the reading. Finally, evaluate the print ad for propaganda.

Our View: Organ Donations Fall Short; Financial Incentives Can Help

by the *U.S.A. Today* editorial staff

1 "Please help! My daddy needs a liver." A billboard with that stirring message greeted thousands of motorists recently on a busy Chicago expressway. It's one of many pleas from desperate families seeking organs for transplantation. Classified ads shout their need. So do Web pages.

2 In the more than 50 years since the first successful organ transplant, hundreds of thousands of patients have had their lives extended because of organ donations. Despite decades of campaigns to persuade Americans to donate organs after they die, however, the demand increasingly exceeds the supply. The waiting list for organs, mostly kidneys, has doubled over the past decade to more than 92,000 patients. Eighteen die daily before getting one.

3 The sad fact is that patients needing a transplant are more likely to die waiting than to receive organs. The wait in many locations is five years, and it could double by 2010.

4 It is a quiet crisis that argues for new approaches. Most options, though, are controversial.

5 Foremost among those are financial incentives for people to donate. The idea is an ethical minefield, conjuring visions of live donors who are young, healthy, and poor serving as organ farms for those who are old, dying, and rich, which is why people are barred from purchasing organs. But in a measure of how severe the shortage has become, the American Medical Association, which had long opposed payments to donors, now favors limited experimentation.

6 Several ideas are under consideration or already underway. Among them:

www.EnglishPro.ir

- Under a "futures" contract, the estate or family of an adult who agrees to donate organs might receive some financial remuneration, typically less than $10,000, for funeral and other expenses. Organs would go into the donor system, not be sold to individuals.
- LifeSharers is an existing network of 4,500 donors. Members agree to specify that when they die, priority in getting their organs should go to other members, also registered as donors.
- More controversial, Arkansas, Georgia, Iowa, Minnesota, New Mexico, North Dakota, Utah, and Wisconsin allow tax deductions of up to $10,000 to compensate living donors for travel, expenses, or lost income. This is legal because the money comes from the state. It also requires screening for psychological fitness.

Certainly, everything possible should be done to spur voluntary contributions, but limited financial incentives are worth trying. They should be confined for now to post-mortem donations, and organs should be distributed as they are, based on medical need and time on the waiting list—not on ability to pay. (Transplant priority is decided by the United Network for Organ Sharing, a non-profit group that works with hospitals to coordinate transplants. Directed donations are allowed within certain limits.)

7 More than 6,000 patients die each year while on waiting lists. Demanding patience, when the price of delay is death, is no answer. It's time to try new ideas.

COMPREHENSION CHECK

Issue: _____

_____

Point of View: _____

_____

Supporting Arguments:

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

www.EnglishPro.ir

6

7

Is the reasoning in the argument deductive or inductive?

Does each of the supporting arguments back up the point of view directly?

Is each of the arguments relevant to the point of view and complete, believable, and consistent?

Is the argument sound?

www.EnglishPro.ir

Examples of loaded language:

EXAMPLE	PARAGRAPH	EUPHEMISM OR DOUBLESPEAK?	ACTUAL MEANING OF THE WORD OR PHRASE

www.EnglishPro.ir

Opposing View: Organs Aren't Commodities

by Charles B. Fruit

1 Recently, a cartoon in a national magazine showed a middle-aged man standing behind a table on the sidewalk. Beneath the table was a large ice chest, and above it, hawking his wares, was a sign that read: "Lemonade and kidneys."

2 Unfortunately, this cartoon looms as a cautionary tale. That is why the National Kidney Foundation opposes any market-based incentives that financially reward donors or their families who offer life-saving organs.

3 Even on a trial basis, introducing money into such a fragile human decision-making process would set a dangerous precedent. Once we start down the road of treating organs like commodities, there's no turning back.

4 This view was underscored in a recent report by the Institute of Medicine. It emphasized that financial incentives—such as direct payments, funeral expenses, or charitable contributions—shouldn't be used to increase donation rates. Such incentives could move people to view organs as commodities, diminish altruistic donations, and lead to the potential exploitation of lower income individuals.

5 Payment stands as an affront to those families that have already donated organs of loved ones out of charity. There is evidence to suggest it might prove similarly offensive to future donors. In 2005, the National Survey of Organ Donation found that 10.8 percent of those polled would be less likely to grant consent for the organs of a deceased family member to be used for transplant if they were offered payment; 68 percent said they would be neither more nor less likely to grant consent. Thus, there is little data to show that financial incentives would increase donation rates.

6 Rather than rely on incentives, we favor practical new policies to increase organ donation. For example, by working to implement best practices, the Department of Health and Human Services has helped to produce a steady increase in donation rates over the past 10 years—most effectively by making the option of donation available to families with loved ones who've suffered cardiac death who would not previously have been considered potential donors. As a result, many hospitals now have donation rates of 75 percent. HHS has announced a goal of doubling transplantation in a decade.

7 With this type of breakthrough, it should not be necessary to experiment with radical marketplace proposals.

COMPREHENSION CHECK

Issue: _____

_____

Point of View: _____

_____

www.EnglishPro.ir

Supporting Arguments:

1 _____

2 _____

3 _____

5 _____

6 _____

7 _____

Is the reasoning in the argument deductive or inductive? _____

Does each of the supporting arguments back up the point of view directly? _____

Is each of the arguments relevant to the point of view and complete, believable, and consistent? _____

Is the argument sound? _____

www.EnglishPro.ir

Examples of loaded language:

EXAMPLE	PARAGRAPH	EUPHEMISM OR DOUBLESPEAK?	ACTUAL MEANING OF THE WORD OR PHRASE

Evaluating Print Ads for Propaganda

HAPPINESS IS BEING AN ORGAN DONOR.

Advertising Archives

What type of propaganda or error is used in this advertisement? _____

_____

_____

_____

www.EnglishPro.ir

APPLICATION 3

This reading is an editorial about a new memory-blocking drug and the ethics related to its use in treating those suffering from post-traumatic stress disorder (PTSD). PTSD is an anxiety disorder that results from shock or trauma that renders a person unable to cope and function as he or she did prior to the traumatic event. For more information about this disorder, refer to Textbook Application 1 on "Psychological Disorders," following Unit One in this textbook. Propranolol is a hypertension drug (a beta blocker) that is commonly prescribed to treat high blood pressure. It was discovered that propranolol had the side-effect of dulling or reducing the intensity of bad memories; these memory-blocking properties were discovered accidentally and resulted in a debate on whether or not the use of this drug to treat traumatic memory is ethical. For more information about propranolol and some background on its properties, refer to the post-assessment in Chapter 1 of this textbook.

Use active reading strategies to review the information in the passage. Then answer the critical thinking questions that follow the reading.

Amnesia Is the New Bliss

by Chuck Klosterman

1 Late last November, an episode of *60 Minutes*, reported by Lesley Stahl, examined the potentiality of a prescription drug called propranolol. This was the first time I'd ever heard of propranolol, and I haven't seen any major news source mention the drug since that evening. This, I suppose, is not surprising; in fact, I suspect many people stopped reading this column the moment they hit the word propranolol and didn't immediately recognize what it was. But propranolol might be the most philosophically vexing pharmaceutical since Prozac: It openly questions the significance of reality. This seems wonderful and terrifying at the same time. Propranolol is the closest society has come to making the 1996 film *Brain Candy* seem prophetic.

2 Understanding propranolol begins with understanding adrenaline, specifically how adrenaline impacts memory. Try to recall the most intense moments of your life (car accidents, fistfights, over-the-top sexual encounters, et cetera). In most cases, you will remember the details from those events far more vividly than less meaningful, more conventional episodes from everyday existence. This is (at least partially) the product of adrenaline; the cerebral rush of adrenaline that accompanies intense circumstances burns those memories into your brain.[1] Adrenaline makes us remember things.

3 When humankind was young, this process offered a sociobiological evolutionary advantage: If Early Man got especially freaked out by a tiger attack, that hardwiring taught him to stay out of tiger country. However, tigers are no longer a pressing issue in Modern Man's life. Today, adrenaline more often makes Modern Man remember the events he'd most like to forget. This is why we have disorders like post-traumatic stress: Many people (and particularly war veterans) cannot psychologically overcome the worst moments from their life;

www.EnglishPro.ir

the experiences never stop seeming vivid. Adrenaline has galvanized memories they don't want to recall.

4 This brings us to propranolol.

5 If a surplus of adrenaline makes us remember, it stands to reason that a deficit of adrenaline would help us forget. And this is what propranolol does. It inhibits the chemical rush that makes memories hyperconcrete. It doesn't erase memories, but it makes them more abstract and less painful. In theory, giving accident victims immediate doses of propranolol could dramatically change how lucidly they remember the horror of a specific experience. What's even crazier is the possibility of propranolol working retroactively: It appears that patients might be able to erode traumas from the distant past by ingesting the drug and self-triggering memories on purpose (i.e., you repeatedly take propranolol and fixate on something that happened 20 years ago—over time, that specific memory grows hazy and normative).

6 It is hard to imagine how propranolol, used judiciously, wouldn't be good for society. It's impossible to justify why a 9-year-old who watched his parents get murdered needs to remember precisely what that looked (and felt) like; I'd feed that theoretical kid a cereal bowl of propranolol. But the problem (of course) is that our society is traditionally terrible at judicious drug use. And while the application of propranolol almost always seems reasonable on a case-by-case basis, the idea of propranolol[2] is significantly more complicated.

7 How big is your life? That is neither a rhetorical nor impossible question. The answer is easy: Your life is as big as your memory. Forgotten actions still have an impact on other people, but they don't have an impact on you; this is the entire point of *Memento*.

8 Reality is defined by what we know, and we (obviously) can't know what we don't remember. What this means is that propranolol provides an opportunity to shrink reality. It doesn't make past events wholly disappear from the mind, but it warps their meaning and context. So if people's personalities are simply the aggregation of their realities (and if reality is just an aggregation of memories), it can be argued that propranolol is a drug that makes people's lives artificially smaller. This makes certain kinds of people nervous, including those involved with the President's Council on Bioethics.

9 "The place of memory in the pursuit of happiness suggests something essential about human identity," states the PCOB in a 2003 study titled *Beyond Therapy: Biotechnology and the Pursuit of Happiness*.

10 "By 'rewriting' memories pharmacologically, we might succeed in easing real suffering at the risk of falsifying our perception of the world and undermining our true identity."

11 As is so often the case with scientific innovations that feel like hypothetical problems, it's easy to imagine dystopian worst-case scenarios involving propranolol.[3] What if the government used this drug to intensify the brutality of warfare, knowing the long-term cost on soldiers could be chemically mitigated? What if people used it simply because they didn't want to fixate over ex-girlfriends[4] or the 1982 NFC championship? It would seem that propranolol—like virtually everything else invented by man—has a short-term upside and a long-term consequence. The small picture provides benefits for victims

www.EnglishPro.ir

of genuine pain; the big picture suggests a confused society that consciously elects to expunge the pain that makes us human. But perhaps there is a third picture that's even bigger: Do people have the right to create their reality? Who gets to decide the size of someone's life?

12 For a variety of reasons, the premise of taking a pill that changes your relationship with a memory seems scary. But we are already doing this all the time; our current means are just less effective. People get drunk in order not to care about things. People watch escapist movies to distract themselves from the stress of real life. Most significantly, we all distort the emotive meaning of our own past, usually without even trying; that's what nostalgia is. So let's assume that propranolol was abused to the highest possible degree; let's assume people started taking propranolol to edit every arbitrary memory that contained any fraction of mental discomfort. Ideologically, this would almost certainly be bad for the health of the world. But I still don't think it's something we could ethically stop people from doing.

13 The risk, I suppose, is that average people might behave differently if they had no fear of remorse or humiliation; instead of thinking, *I will regret this in the morning*, they might think, *I better remember to make myself forget this in the morning*.

14 Few things have been worse for society than the cultural evolution away from personal responsibility; I have no doubt that the world would be better off if more people felt guiltier about more things. But that sentiment is only my reality, and it's a specific reality I have created. The PCOB is certainly correct: Drugs like propranolol probably are "undermining our true identity." But I'm pretty sure that's precisely what a lot of people want.

(1) This research is predominantly credited to James McGaugh and Larry Cahill at the University of California, Irvine.

(2) Just in case you're wondering, propranolol was not created for this purpose; it was originally designed as a heart drug.

(3) People do this all the time. Dolly the sheep was cloned in 1996; not coincidentally, *Gattaca* was released the next year.

(4) Such as Kate Winslet.

www.EnglishPro.ir

COMPREHENSION CHECK

1 What is the author's point of view and arguments to support it? _____

2 Is this argument convincing? Why or why not? _____

ARGUMENTS FOR/PRO	ARGUMENTS AGAINST/CON

www.EnglishPro.ir

3 What are the negative implications of memory-blocking drugs? _____

4 Are there any positive points in favor of such medication? _____

5 Is our "reality" the sum total of our memories? Would lessening the intensity of bad memories be positive or negative for our society? _____

6 With which side of the controversy do you agree? Defend your response with specific supporting arguments. _____

www.EnglishPro.ir

WRAPPING IT UP

In the following study outline, fill in the definitions and a brief explanation of the key terms in the "Your Notes" column. Use the strategy of spaced practice review these key terms on a regular basis. Use this study guide to review this chapter's key topics.

KEY TERM OR CONCEPT	YOUR NOTES
Deductive reasoning	
Inductive reasoning	
Relevant	
Sound	
Propaganda	
Card stacking	
Fallacy(ies)/errors in reasoning	
Glittering generalities	
Personal attack (*ad hominem*)	
Appeal to authority	
Bandwagon	
Plain folk	

(Continued)

www.EnglishPro.ir

KEY TERM OR CONCEPT	YOUR NOTES
Straw man	
Appeals to emotion	
Slippery slope	
Assumptions	
Non-sequiturs	
False cause	
Oversimplification	
Faulty analogy	
Circular reasoning	
Author's credibility	
Intended audience	
Intended meaning	
Euphemism	
Doublespeak	

www.EnglishPro.ir

GROUP CRITICAL THINKING ACTIVITY: CASE STUDY ON MEDICAL ETHICS

Read the following article about the pros and cons of genetic testing. Working with a team, take a side—pro or con—on this issue: Should the individual take the test? Using what you have learned in this chapter, make sure to construct your argument clearly, avoiding errors in reasoning. A good debater is also aware of counterarguments to respond to the other side's arguments!

Testing Fate

Would You Want to Know Whether You were Destined to Contract a Devastating Neurological Disorder?

by Alexa Shaffer

1 June 28, 2007—To test or not to test. It's a question I debate frequently. I wrestle with it because I have a parent with Huntington's Disease, a rare, degenerative neurological disorder that robs people of the ability to walk, talk, and function on their own. Like me, all children of a parent with Huntington's have a 50-50 chance of inheriting the mutated gene. I'm 16 and I have not taken the test yet, so I am still uncertain of my fate.

2 My grandfather lived with HD for 15 years; my mom is now in the early stages. I've known about the possibility that I could have the disease for several years and have learned to live with it. Although I have become somewhat comfortable with the idea of what Huntington's will do to my family, I still realize there are many uncertainties in the future: Can I live a good life with a positive test result for the mutant gene? Can my family and I cope with a positive result? How will this affect my future relationships and goals? All these questions leave me confused.

3 As I get older, I have to start making decisions for my future. I have always had my mind set on getting tested as soon as possible, but now I'm having doubts. (Testing isn't recommended for anyone under 18.) I know I still have time to make whichever decision I feel is best, but I also know that deciding is not going to get any easier. I want to continue school, marry, and have my own children. Do I pursue these dreams in spite of the possibility of HD, or do I test to determine if I carry the gene? I am, of course, afraid of causing my future children pain. I want to be responsible for my decisions and have as much information as possible.

4 On the other hand, I'm scared that I may not cope well with the test results, or lose my motivation for life. The last thing I want to happen is to lose hope. I know that whatever the result of the test, I need to stay focused on school and my goals in life. As long as I channel my energy towards causes for HD, I hope to stay on the right track.

5 I also think about my younger sister. She is 11 years old and although she has been well exposed to the world of HD, I can never be sure what she thinks about the situation. Since she is not especially open about the topic, I have trouble understanding her or gauging how much she knows. Another concern I have for her is how she will deal with mom when her symptoms worsen. My sister is so young.

www.EnglishPro.ir

6 My parents have taught my sister and me that all of the doubts, the "symptom searching," and the stresses can be successfully managed. They've demonstrated this by empowering themselves with involvement in the HD community. As they take us to Huntington's events, I've seen people go through the growth and adjustment caused by the rollercoaster of HD.

7 When I think about getting tested, I worry that it will put additional emotional stress on my family and friends. What if my parents don't want to know? All of us at risk for HD will eventually reach this fork in the road. Testing is a personal and emotional choice. Each individual has his or her own reasons for wanting or not wanting this information. Although the initial result may feel overwhelming, as I've seen, time is a major factor in the coping process—so is an optimistic outlook. There are no guarantees in life, so even with a positive test result, the world, as I know it, will not come to a halt. Embracing life and living it to its fullest potential is a choice, especially with the difficult reality of HD.

8 I keep in mind that every day researchers get a step closer to finding a cure. Through fund-raisers we can assist the dedicated medical people who are so passionate about finding a cure. One of my goals is to make my generation the last HD generation.

9 We need to spread awareness about the disease. I believe that more can and should be done to help those who are suffering from HD and for those at risk. Meantime, I continue to have that inner dialogue: To test or nor to test. I'm still not sure.

REFLECTIVE JOURNAL QUESTIONS

1. Write about a time either you or someone you know used propaganda devices to convince others to adopt a certain point of view. Were those devices effective?
2. Considering the arguments you have read, what is your position on whether or not we should encourage use of scientific techniques to enhance memory and other cognitive functions? In light of the reasoning techniques you have learned in this chapter, with which point of view do you most agree? Why?
3. Considering the arguments you have read, what is your position on whether or not we should provide financial incentives for organ donations? In light of the reasoning techniques you have learned in this chapter, with which point of view do you most agree? Why?

QUESTIONS FOR WRITING OR DISCUSSION

Respond to one of the following questions in a polished essay of several paragraphs that support your thesis. Type your essay and, as always, review it for any errors in grammar, spelling, or punctuation before submitting it to your instructor. Research your topic and then argue your position on the issue. Pay careful attention to the relevance of your argument. Make sure that your reasoning is sound.

www.EnglishPro.ir

1. What do you think is the most pressing issue in medical ethics today?
2. Are memory-blocking drugs ethical? Explain your point of view on this issue.
3. Should someone be able to sell an organ if he or she wants to? What is your view on this issue of personal freedom? Make sure to support your opinion.

POST-ASSESSMENT

Preview the following article. Then, after you have read it all the way through, answer the questions that follow it. This assessment will help you determine your strengths and weaknesses in understanding, learning, and applying the skills and strategies discussed in this chapter.

Hoping for a Girl

by Jeff Grossman

1 In 2002, when Johanna, an Arkansas mom, learned she would give birth to her third baby boy, she decided to investigate high-tech help for her next child, which she hoped would be a girl. Now she's expecting what she thinks will be her first daughter, thanks to MicroSort, a new reproductive technology.

2 The technology, originally developed for farm animals, uses a laser to separate sperm cells by size (X-chromosome cells are larger). At Genetics and IVF Institute, in Fairfax, Virginia, the basic procedure costs between $2,000 and $4,000, says nursing director Mary Fusillo.

3 With about 500 cases by 2004, MicroSort had a 91 percent success rate in sorting for girls, and close to 75 percent for boys, Fusillo says. Because MicroSort is experimental, it is so far offered only as part of a controlled trial. After 750 births, the Food and Drug Administration will rule whether the technique should be widely available. Only two clinics are currently authorized by the FDA to offer MicroSort.

4 So far, only families seeking "balance" or those at risk for gender-related genetic diseases are eligible, a restriction imposed by the company. To qualify, parents must have more than one child of the same gender. A family with two boys and a girl, for example, could only sort for another girl.

5 Nearly all of the families who have used MicroSort are hoping for girls, partially because sex-linked diseases overwhelmingly affect boys. Even those families seeking balance, though, try for daughters up to twice as often as sons.

6 But is MicroSort headed for a collision with medical ethics? Sex selection for nonmedical reasons is already illegal in the United Kingdom And earlier this year, the American College of Obstetricians and Gynecologists (ACOG) said it contradicts their code of ethics.

(Continued)

www.EnglishPro.ir

"The very idea of preferring a child of a particular sex may be interpreted as condoning sexist values, and, hence, [could] create a climate in which sex discrimination can more easily flourish," says ACOG's ethics committee. The American Society of Reproductive Medicine cautiously endorses gender selection, but warns that gender-sorted kids may disappoint parents when the technique fails or feel pressure to conform to their gender role.

COMPREHENSION CHECK

Circle the best answer to the following questions.

1 What is the issue?

A. Whether or not girls are favored over boys in the United States
B. Whether or not balancing families is ethical
C. Whether or not the government will endorse sex-selection techniques
D. Whether or not sex-selection techniques are ethical

2 What is the author's point of view?

A. Yes, girls are favored over boys in sex-selection procedures.
B. Yes, the government will endorse sex-selection techniques.
C. No, sex-selection techniques are not ethical.
D. The author does not take a side on the issue.

3 Which of the following is an argument against selecting the sex of a child?

A. Parents overwhelmingly choose to screen for girls.
B. The technique can screen to achieve "balance" in families.
C. The technique can screen to weed out sex-linked abnormalities.
D. The test is accurate up to 75 percent of the time for boys and 91 percent of the time for girls.

4 What type of support is used to support the argument that parents should be allowed to select the sex of a child?

A. Facts and testimony
B. Facts and reasons
C. Reasons and examples
D. Examples and testimony

5 Which of the following is a reasonable assumption in the arguments in favor of the procedure?

A. Gender balance in a family is good.
B. Weeding out sex-related abnormalities is ethical.
C. Both a and b are reasonable assumptions.
D. None of the stated assumptions are reasonable.

www.EnglishPro.ir

6 **What would be a strong argument against the use of this procedure that is *not* presented in the article?**

A. Gender selection is unethical.
B. Sex selection for reasons other than medical purposes is illegal in the United Kingdom.
C. Sex-selection techniques are inaccurate.
D. Sex-selection techniques violate the American College of Obstetricians and Gynecologists' code of ethics.

7 **Which of the following is a reasonable assumption in the argument against using the procedure?**

A. Sex selection is cautiously endorsed by the American Society of Reproductive Medicine.
B. Gender selection can be dangerous because of both foreseen and unforeseen reasons.
C. Gender selection will improve the gene pool.
D. Families have a right to determine the sex of their baby if they can afford it.

8 **The word *balance* in this article is enclosed in quotation marks. It is an example of which of the following types of biased language?**

A. Alliteration
B. Euphemism
C. Doublespeak
D. Contradictory language

9 **What does the word *balance* really mean?**

A. Parents want a girl.
B. Parents want a boy.
C. Parents don't want to determine the sex of their child.
D. Parents do not want one sex or the other.

10 **This statement from paragraph 6 is an example of which of the following errors in reasoning?**

The very idea of preferring a child of a particular sex may be interpreted as condoning sexist values, and, hence, [could] create a climate in which sex discrimination can more easily flourish," says ACOG's ethics committee.

A. Bandwagon
B. Plain folk
C. Straw man
D. Circular reasoning

www.EnglishPro.ir

UNIT 4

READING CRITICALLY

THEME *Crime, Medicine, and Ethics*

Textbook Application

This textbook application, a full chapter from a political science textbook, follows from the discussion in Chapters 7 and 8 on the topics of the legal system and medical ethics. The chapter concerns both topics equally, and delves into several ethical arguments concerning topics of a controversial nature, such as medical research, euthanasia, the legality of medical marijuana, and the Federal Drug Administration's regulation of pharmacogenomics (tailoring drugs for treatment based on a patient's genetic structure).

Your instructor may assign a subsection of this chapter for you to complete with a small group. Alternatively, your instructor may require you to complete activities independently during or outside of class. This chapter may also be assigned as the basis for an exam.

Apply all you have learned about reading and learning this semester. In particular, use the skills and strategies you have learned in this unit with regard to reading critically. The chapter features a pro and con argument on the issue of the FDA and pharmacogenomics. In addition, the author discusses several controversial topics that clearly contain pro and con perspectives. In examining and interacting with the chapter, also be sure to use your strategies for learning new vocabulary and decoding graphic material.

There are two major sections in this chapter: Doctors, Patients, and the Law and Medical Research and Development and the Law. Each of these major sections contains several subsections.

Survey the chapter, paying special attention to the headings of the sections. Then, depending on the assignment, preview a subsection of the chapter. In this chapter, the predominant patterns of organization will be cause and effect, sequence, and comparison and contrast. As part of your survey of the text chapter, pay close attention to the summary on pages 616–617, and read the "Active Learning" question on page 617. Then read and mark the text. Complete the following note-taking exercise(s) as your instructor assigns.

Answer these questions as you read.

1. Why do you think the author included the Oregon Death with Dignity Act passage (Box 14.1, page 610)?
2. What is the function of the two introductory paragraphs at the beginning of this chapter?

www.EnglishPro.ir

Complete the following activities to focus on important information in each subsection of the chapter.

I. DOCTORS, PATIENTS, AND THE LAW

A. Give a general description of the American Medical Association and its prominent role in the United States.

B. Abortion
   1. Create a timeline of important dates regarding the issue of abortion.
   2. What was the role of the physician and how, if at all, has it changed?

C. Physician Aid in Dying
   1. Create a timeline of important dates regarding the issue of physician aid in dying.
   2. What was the role of the physician and how, if at all, has it changed?
   3. Explain the following landmark cases and laws and discuss how they relate to the history of this topic.
      - Vacco v. Quill
      - Washington v. Glucksberg
      - Law in Action: Oregon Death with Dignity Act
      - Ashcroft v. Oregon

D. Medical Marijuana
   1. Create a timeline of important dates regarding the issue of medical uses of marijuana.
   2. What was the role of the physician and how, if at all, has it changed?
   3. Explain the following landmark cases and laws and discuss how they relate to the history of this topic.
      - War on Drugs
      - Controlled Substances Act
      - Compassionate Use Act
      - Raich et al. v. Ashcroft

II. MEDICAL RESEARCH AND DEVELOPMENT AND THE LAW

A. What is the difference between the foundation of laws for abortion, aid in dying, and medical marijuana as compared with laws related to medical research and informed consent?

B. Medical Research and Informed Consent
   1. Create a timeline of important dates regarding the issue of medical research and informed consent.
   2. List or chart the ethical considerations these developments reflect.
   3. What was the role of the U. S. Department of Health and Human Services?
   4. Relate the following landmark studies, statutes, and concepts to the issue of medical research and informed consent.
      - Tuskegee Syphilis Study
      - National Research Act
      - Informed consent

www.EnglishPro.ir

C. Drug-Approval Process
   1. Discuss the history of the drug-approval process.
   2. Create a chart of the steps followed in drug approval.
   3. Discuss the role of the FDA and the drug companies in this process.

D. Experimental Drugs and the Drug-Approval Process
   1. What are experimental drugs?
   2. What is the process for drug approval?
   3. List key points of the following terms and acts as they relate to the drug-approval process.
      - ACT UP
      - Food and Drug Administration Modernization Act of 1997

E. Debate: Should the FDA Have a Central Role in Regulating Pharmocogenomics?
   1. Map the "yes" and "no" arguments, identifying the supporting arguments.
   2. Identify the type of support presented.
   3. After you read the article, determine if the arguments are relevant, consistent, believable, and complete.
   4. If not, determine the type of error in reasoning.
   5. Decide if the argument is sound.
   6. Determine if the reasoning in the argument is inductive or deductive.

F. Controversies in Medical Research
   1. What are the major areas of controversy in medical research?
   2. Discuss the Human Genome Project and the ethical concerns associated with it.
   3. What is the timeline for the Human Genome Project?
   4. Discuss genetic engineering and the ethical concerns associated with it.
   5. Discuss the timeline for this technology and the possible future of such knowledge, both positive and negative.

Define the following terms or references.

1. social facts
2. American Medical Association
3. *Roe v. Wade*
4. physician aid in dying
5. *Vacco v. Quill and Washington v. Glucksberg*
6. Death with Dignity Act
7. *Ashcroft v. Oregon*
8. War on Drugs
9. Controlled Substances Act
10. Compassionate Use Act
11. *Raich et al. v. Ashcroft*
12. Tuskegee Syphilis Study

www.EnglishPro.ir

13. National Research Act
14. Informed consent
15. ACT UP
16. Food and Drug Administration Modernization Act of 1997
17. pharmacogenomics
18. Human Genome Project
19. genetic engineering

Be able to respond to the questions in the "Active Learning" section at the end of the chapter. Make sure to include the key terms and laws listed above in your discussion.

www.EnglishPro.ir

CHAPTER 14

Law and Medicine

BIOTECHNOLOGY AND MEDICINE are critical sectors in the U.S. economy. In this chapter, we examine the impact of lawmaking on medicine and biotechnology. Specifically, we look at the role of physicians in the implementation of laws, the regulation of research and development, and the drug-approval process. The law in all three areas has changed dramatically as it attempted to respond to important developments in law and medicine. Emil Durkheim believed that law is the expression of the norms of a society and that in a modern legal system, the goal of law is to compensate the individual for harm suffered and damages inflicted. According to Durkheim, laws are based on **social facts,** that is, those ways of thinking, acting and feeling that are shared by the collective and have coercive power over the individual. Social facts and norms are helpful concepts for understanding the relationship between law and medicine.

Although lawmaking in this area has undergone an important shift over the last several decades, clear norms continue to underlie our approach to this field. Perhaps most importantly, physicians are viewed as professionals who pursue or should pursue the interest of their patients. The doctor-patient relationship has protection in both law and medical practice, and the physician's primary duty under both law and medical ethics is to act in the best interest of his or her patient. This belief in the sanctity of the doctor-patient relationship is a social fact, and it animates much of our law in this area. This is not to say that there have been no changes in how our law treats physicians or on the obligations imposed upon them. Until the 1950s, research and development were not well regulated, and physicians practiced medicine with little governmental regulation. It was assumed that doctors would police themselves as a profession. There was also far less regulation of the development process for drugs and treatments. In the last several decades, however, issues relating to medical practice and to biotechnology have moved to the forefront of public debate, and the physician's obligation, both to his or her patient and to the larger society, has moved front and center.

DOCTORS, PATIENTS, AND THE LAW

The **American Medical Association** has had a prominent role in American society for more than one hundred years. Throughout this time, lawmakers who were contemplating regulations that pertained to medicine, science, and biotechnology have turned to physicians for their expertise and have often relied heavily on groups like the AMA. In at least three currently controversial areas, physicians have played a central role in the legal debate. In the controversies over abortion, aid in dying, and the use of medicinal marijuana, the law has conferred certain responsibilities, and a certain authority, on physicians. In these areas and others, American law has made the physician the central gatekeeper; that is, it has bestowed on physicians the responsibility for determining patient access to medical treatment.

Abortion

The AMA and other physician groups played a pivotal role in the creation of abortion bans in the mid- to late 1800s. In fact, many of the abortion laws in place until the 1973 *Roe* v. *Wade* decision allowed a medical exception. Under this exception, women whose continued pregnancy endangered their lives or health could obtain an abortion. Physicians had the responsibility for determining whether the medical exception applied and thus served as gatekeepers. Even the *Roe* decision envisioned that physicians would continue to play an important gatekeeping role.

Under *Roe,* physicians were expected to provide information to women about the abortion procedure, and they ultimately had to determine how pregnancy and abortion would affect women's health. Many

www.EnglishPro.ir

abortion laws passed since *Roe* effectively limit the physician's discretion. For example, many laws require that physicians provide their patients with specific descriptions of fetal development and of the abortion procedure and that they obtain parental consent before performing an abortion on a minor. Laws also now regulate some aspects of the abortion procedure—for example, federal law now bans what is termed the "partial-birth abortion," and many state laws regulate the disposal of fetal remains. Even with these limitations, however, physicians continue to play an important role in providing access to abortion. Perhaps most importantly, physicians can decide to opt out completely and refuse to provide any abortion services at all. This has happened in many areas of the country, as doctors have decided against providing abortion services. As a result, some states and counties face a severe shortage of physicians who will perform abortions.

Physicians also continue to be responsible for determining whether second- and third-trimester abortions are necessary to protect the life or health of the mother. Many state legislatures who opted to regulate abortion in the wake of *Roe* have severely limited access to abortion in these two trimesters. Courts have required that these states provide an exception to their abortion bans where the women's life and health is in serious jeopardy. This exception provides physicians with significant discretion in determining whether these abortions should go forward. For physicians, the downside has been that they are liable if a court determines that their medical judgment is incorrect. In other words, if a physician permits a second-trimester abortion to proceed and a court determines that the assessment that the procedure is necessary to save the life of the woman or protect her from serious and irreversible harm is incorrect, it can find the doctor legally liable. Moreover, in many states, the physician has a responsibility to protect the life, not only of the woman, but of the viable fetus, as well. If a fetus reaches viability, which happens at about the twenty-eighth week of pregnancy, many states mandate that the physician take steps to save his or her life. The abortion law in place in Ohio is typical of these regulations, and if you want to review this law, you can view it on our webpage. In an important sense, the physician serves, not only the patient seeking the abortion, but the fetus, as well.

Physician Aid in Dying

Physicians also play a central role in the debate about **physician aid in dying,** and in fact, the debate about euthanasia has shifted in recent years to focus on the right of terminally ill individuals to receive physician aid in dying. In two cases decided in 1997, ***Vacco v. Quill*** and ***Washington v. Glucksberg,*** the U.S. Supreme Court ruled that state laws that banned physician aid in dying did not violate the constitutional rights of those who seek this assistance. Doctors and terminally ill patients in Washington and New York had sued their states, arguing that bans against assisted suicide violated two provisions of the U.S. Constitution. First, they claimed that when terminally ill persons enduring significant pain and suffering chose to hasten their death, this choice was constitutionally protected, and states couldn't impose an "undue burden" on this choice by making it difficult or impossible to exercise the choice. Second, the doctors and patients claimed that since states allowed individuals to refuse treatment, they had to also permit aid in dying for that group of individuals who are facing imminent death. Since Washington and New York didn't permit this choice, the parties argued that they violated the constitutional equal protection guarantee. The U.S. Supreme Court rejected both challenges, arguing that the U.S. Constitution didn't forbid states from enacting assisted-suicide bans, and that states had significant leeway in regulating aid in dying.

Voters in Oregon responded to the Court's decision quickly and decisively by using a voter initiative to pass the 1997 **Death with Dignity Act.** A physician may help individuals in Oregon who are suffering from a terminal illness by prescribing medication to hasten death. To access aid in dying, the individual must initiate a written request for the medication and two physicians must attest that the individual has been informed about his or her illness and that he or she is mentally competent to make this decision. This request must be witnessed by at least two additional people. The actual form that individuals in Oregon use to trigger the request for physician aid in dying is shown in Box 14.1. Under the Oregon law, the doctor's responsibility is extensive: she or he must ensure that the person who seeks aid in dying has given informed consent after having been informed about a wide range of issues, including his or her diagnosis, prognosis, and alternatives like hospice

www.EnglishPro.ir

and palliative care. The physician must also meet extensive record-keeping and reporting requirements and may be liable for any failure to do so. Between 1998 and 2004, 171 people were reported to have used medication to hasten their deaths. Physicians have a central role in the implementation of the Oregon law—they not only serve as gatekeepers, limiting access to only those terminally patients whom they consider competent, but they are also the primary source of information about how the law is being implemented. While individual patients must swallow the medicine on their own, the physicians are on the frontlines providing access to it.

Perhaps recognizing the centrality of physicians to the Death with Dignity Act, U.S. Attorney General John Ashcroft issued a policy directive that interpreted the federal Controlled Substances Act (CSA) as banning use of prescription medicines to hasten death. The CSA requires that medicines be used for a "legitimate medical purpose," and Attorney General Ashcroft claimed that hastening death did not meet this requirement. He threatened that physicians who continued to use medicines to hasten death would not be allowed to prescribe any controlled substances. He also warned that physicians would be held criminally liable for providing aid in dying. An

BOX 14.1 OREGON DEATH WITH DIGNITY ACT

Under the Oregon Death with Dignity Act, a request for a medication as authorized by ORS 127.800 to 127.897 shall be in substantially the following form as follows:

Request for Medication to End my Life in a Humane and Dignified Manner

I, _____, am an adult of sound mind. I am suffering from _____, which my attending physician has determined is a terminal disease and which has been medically confirmed by a consulting physician.

I have been fully informed of my diagnosis, prognosis, the nature of medication to be prescribed and potential associated risks, the expected result, and the feasible alternatives, including comfort care, hospice care and pain control.

I request that my attending physician prescribe medication that will end my life in a humane and dignified manner.

INITIAL ONE:

_____ I have informed my family of my decision and taken their opinions into consideration.

_____ I have decided not to inform my family of my decision.

_____ I have no family to inform of my decision.

I understand that I have the right to rescind this request at any time.

I understand the full import of this request and I expect to die when I take the medication to be prescribed. I further understand that although most deaths occur within three hours, my death may take longer and my physician has counseled me about this possibility.

I make this request voluntarily and without reservation, and I accept full moral responsibility for my actions.

Signed: _____

Dated: _____

Declaration of Witnesses

We declare that the person signing this request:

(a) Is personally known to us or has provided proof of identity;

(b) Signed this request in our presence;

(c) Appears to be of sound mind and not under duress, fraud or undue influence;

(d) Is not a patient for whom either of us is attending physician.

_____ Witness 1/Date

_____ Witness 2/Date

NOTE: One witness shall not be a relative (by blood, marriage or adoption) of the person signing this request, shall not be entitled to any portion of the person's estate on death and shall not own, operate or be employed at a health care facility where the person is a patient or resident. If the patient is an inpatient at a health care facility, one of the witnesses shall be an individual designated by the facility.

[1995 c.3 s.6.01; 1999 c.423 s.11]

www.EnglishPro.ir

Oregon federal district court blocked the enforcement of this order, and the lawsuit is now pending in the Court of Appeals for the Ninth Circuit. In the 2004 case ***Ashcroft* v. *Oregon,*** the Ninth Circuit Court of Appeals upheld the law, finding that Attorney General Ashcroft had overstepped his authority in trying to block physician aid in dying in Oregon. The court held that states, not the federal government, have the principal authority to regulate medicine and that if Congress wanted to regulate aid in dying, it would need to pass legislation.

Medical Marijuana

For nearly five thousand years, cannabis, the plant from which marijuana is derived, has been used to ease suffering and to facilitate recovery in cultures worldwide. There is evidence of medical use dating back to 2737 BCE, when Chinese emperor Shen Neng began prescribing the drug to treat a variety of ailments, including gout, rheumatism, and malaria. It was also widely used to treat pain and protect against and treat infections. As other drugs were developed, cannabis was used less, and in 1937, Congress joined a number of states in banning the use of marijuana. The **war on drugs,** which began in earnest in the early 1970s, targeted all drugs but focused especially on marijuana because many drug warriors claimed that use of this drug inevitably spiraled into use of more serious and addictive drugs. One of the laws that initiated this war was the 1970 **Controlled Substances Act,** which prohibits the sale and distribution of marijuana across state lines. This law and its state counterparts have lately been under intense fire, as advocates have fought to be able to use marijuana for medical purposes. These advocates, many of them physicians and individuals with medical illnesses, argue that marijuana is an effective drug for treating many illnesses, including multiple sclerosis. They also argue that marijuana alleviates pain and nausea, which are often associated with cancer and cancer treatments. Despite these arguments, the federal Drug Enforcement Agency continues to classify marijuana as a Schedule I drug, meaning that it has no medical use.

Advocates of medical marijuana have recently brought their case to the states, and in particular, to voters, and in 1996, California voters approved I the **Compassionate Use Act,** which established that state drug laws would I not "apply to a patient, or to a patient's primary caregiver, who possesses or cultivates marijuana . . . upon the written or oral recommendation or approval of a physician." Eleven other states and many municipalities have joined California in allowing physicians to prescribe marijuana for certain medical conditions or treatments. In many other states, researchers are permitted to study the therapeutic effects of the drug. Perhaps ironically, the drug Marinol, a cannabis-derived medicine that is administered in tablet form, rather than being smoked, is widely available to physicians, who use it to treat nausea and stimulate appetite, especially for patients with chronic illness. Like the debates about abortion and aid in dying, physicians and medical personnel play an important role in the medicinal marijuana controversy. In all states and municipalities, there must be some assessment by a member of the medical community that use of the drug is therapeutic and aimed at treatment of a specific illness.

A case currently before the U.S. Supreme Court, ***Raich et al.* v. *Ashcroft,*** tests the limits of existing drug laws. At issue in this case is the conviction of a California woman under the federal Controlled Substance Act for cultivation of medical marijuana. She claims that the Controlled Substances Act only applies to drugs that enter interstate commerce and that her homegrown farm only cultivates the drug for local distribution. The Ninth Circuit Court of Appeals agreed with her, finding that the cultivation, use, and distribution of marijuana for medical purposes was a state activity and governed by state law alone.

Physicians are granted a prominent role and wide latitude in making treatment decisions in all three of the areas we have discussed: abortion, physician aid in dying, and medicinal marijuana. The norm that permits this latitude has animated lawmaking. While many pro-life advocates argue that abortion involves a woman's self-interested choice about whether to continue her pregnancy, laws are framed less in terms of women's liberty rights and much more in terms of medical practice. *Roe* v. *Wade* is still good law, and because of this, states and the federal government must recognize that there is some liberty or privacy interest in the abortion right. Perhaps because of this, lawmakers have turned their attention to the medical procedure itself. These laws regulate the abortion procedure but continue to recognize the rights and obligations of the physician.

www.EnglishPro.ir

In fact, the only federal law that has regulated the abortion procedure itself, the so-called partial-birth-abortion ban, has been struck down by federal courts because it does not sufficiently protect women when their lives are endangered by continuing a pregnancy, a judgment that has historically been left to her physician. In 2004, federal district courts in New York, San Francisco, and Nebraska struck down the 2003 federal Partial Birth Abortion Ban. Similarly, the issue of euthanasia or aid in dying, which burst on the public scene in the early 1980s and has remained there since, has morphed into a debate about whether physicians can aid in hastening the death of their patients. While lawmakers are very reluctant to say that terminally ill persons have a constitutional right to die, they have been more willing to consider the rights and obligations that a physician may have to aid a patient who is suffering and in great pain. And finally, the larger debate about legalizing marijuana, on the fringe of American politics since the Controlled Substances Act of 1970 utilized its ban against marijuana use and distribution to kick off its war on drugs, has become a much narrower debate about the compassionate use of the drug to treat suffering. We believe that physicians have an important role in our society and that they act primarily out of concern about their patients. This social fact, as Durkheim would have noted, is very much a part of our social order and at the core of our laws.

MEDICAL RESEARCH AND DEVELOPMENT AND THE LAW

Abortion, aid in dying, and medicinal marijuana are all good examples of policy areas where laws privilege the practice of medicine and where physicians are assumed to be acting primarily out of concern for their patients' best interests. In the areas of medical research and informed consent, however, laws reflect our concerns or fears that physicians and researchers are motivated by more self-interested motives. Perhaps because of this, medical research and development is an area that has been subject to much greater scrutiny by governmental bodies, especially since the 1970s. Extensive regulations govern the development of new research protocols and the investigation and approval of new drugs, and governmental control over these sectors is fairly intense. The public, or at least certain interest groups, have played an increasingly important role in the development of new drugs, and it is likely that this will continue well into the future. If law is an index of the moral conditions in a society, as Durkheim claimed, then our increasing regulation of this field reflects real concern about the conduct of research and development in the field of medicine.

Medical Research and Informed Consent

Many regulations affecting medical research were adopted in the last fifty to sixty years, as regulators and the public learned of egregious practices involving research subjects. The Nuremberg Trials conducted after World War II brought to light horrific abuses by Nazi doctors who conducted medical research on human subjects. Much closer to home, a federally funded program studied the effects of syphilis on black men but withheld treatment. During the course of this study, which was known as the **Tuskegee Syphilis Study** and lasted from 1932 to 1972, poor black men believed that they were receiving effective treatment for their disease. In reality, however, treatment was deliberately withheld, so that researchers could study the disease's progression in those who were untreated. These men were never informed that they were actually research subjects and not patients, and many of these men suffered and died from the disease, despite the fact that penicillin was a widely available and effective treatment for syphilis.

In the wake of the Nuremberg Trials and the Tuskegee Syphilis Study, the U.S. Congress passed the **National Research Act,** which mandates that all federally funded trials involving human subjects be approved by an institutional review board or **IRB.** The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research issued the Belmont Report, which stated that all human research should be guided by the principles of justice, beneficence, and respect for all persons. Before someone can participate in clinical research, they must give **informed consent;** that is, they must be informed of the risks and possible benefits of treatment; in addition, the benefits of not receiving treatment must be described. Researchers must assess whether study participants understand these risks and benefits and whether they are capable of giving consent. The Food

www.EnglishPro.ir

and Drug Administration's website lists the requirements for informed consent in experiments involving human subjects. The U.S. Department of Health and Human Services recognizes that some groups of people may be less able to consent to a research protocol and more susceptible to coercion or undue influence. Among these groups are children, prisoners, pregnant women, the mentally disabled, or those who are "economically or educationally disadvantaged." For some of these groups, there are specific rules that researchers must follow before enrolling participants. For prisoners, the federal rules require that the research involve questions that relate to the effects of incarceration; for children, the research must either involve only minimal risk or provide some direct benefit or benefit to other children with the same or similar illnesses. It is notable, however, that there are no additional rules for informed consent of those who are poor or uneducated.

Drug-Approval Process

Informed consent is of central importance in medical research, in large part because the development of new drugs and medical devices depends on human testing. The Food and Drug Administration was created to administer the 1938 Food, Drug and Cosmetic Act. Early on, the FDA focused on ensuring that misbranded, dangerous, or adulterated goods were not sold in interstate commerce. Over time, much of the FDA's work has become focused on the approval of new drugs and medical devices.

The process for approval of new prescription drugs and medical devices is cumbersome, time-consuming, and extremely costly. It is estimated that it takes between ten and fifteen years and costs upwards of $800 million to have a new drug approved, and more than 80 percent of the costs of this process are shouldered by pharmaceutical companies. To garner FDA approval, a new drug must survive three rounds of study—Phase I, which tests a relatively small group of volunteers in an attempt to determine whether a drug or device is safe; Phase II, which employs a larger group of patients to study not only safety but how effective the drug or device is; and Phase III, which uses a much larger group of patients, usually in multisite trials. The FDA may, and often does, reject a drug or medical device at any stage of the approval process.

In addition, even after the FDA has given approval, it may still exercise control over the medication, as the FDA did with the antipsychotic drug Zyprexa. In March 2004, the FDA asked Eli Lilly and Company, which manufactures the drug, to send a letter to physicians notifying them that labeling information for the drug would be changed to inform patients using this drug of the increased risk of hyperglycemia and diabetes. The FDA sometimes recalls drugs that it has approved. This often happens in cases where the label for a lifesaving drug is either misleading or wrong or where a drug is not being prescribed at a strength adequate to treat a medical condition. Recently, two very popular anti-arthritis drugs, Vioxx and Bextra, were linked to an increased risk of heart attack, and Vioxx was recalled. Drug companies almost always comply with the rules for drug approval and recalls, but when they fail to comply, they can be subject to both civil and criminal penalties. Where a controlled substance is involved, the Drug Enforcement Agency also has enforcement powers, and the DEA has targeted physicians for not complying with its regulations.

Experimental Drugs and the Drug-Approval Process

For a drug to be approved by the FDA, the researchers must prove that it provides a clear therapeutic benefit without exposing the patient to undue risk. Critics claim that the FDA has stifled innovation by imposing a lengthy and very costly drug-approval process. Especially fierce criticisms have been aimed at development of treatments or vaccines for diseases that are fatal. For example, by the mid-1980s, Acquired Immune Deficiency Syndrome, or AIDS, had killed tens of thousands of people and there was no effective treatment for the disease. AIDS activists condemned the FDA for its business-as-usual approach, and urged the agency to relax its approval process and allow for an expedited review of medications.

AIDS activists like the AIDS Coalition to Unleash Power, or **ACT UP,** staged protests, which they called acts of civil disobedience, to bring pressure to bear on governmental officials and to expedite the drug review process. ACT UP used tactics that were outside the mainstream, engaging in protest activities that were intended to maximize media exposure. For example, members staged "die ins," shut down the offices of the

www.EnglishPro.ir

FDA by blocking access to the building, and delivered empty coffins to federal, state, and local officials. ACT UP politicized the drug-approval process and argued that those with life-threatening or serious illnesses had a right to access to drugs, even if these drugs were experimental. See the website for more information about ACT UP's activities in the early years of the AIDS epidemic.

In large part because of the protest activities of groups like ACT UP, the FDA created a **fast track** for AIDS drugs, allowing a number of medications to be distributed to patients before they had actually been approved. In 1994, the National Task Force on AIDS Drug Development was created to expedite the development of drugs. This expanded access is credited with stemming the tide of AIDS-related disease and death. Interestingly, a number of other activists have looked to the work of AIDS advocates to try to convince the FDA to expedite the approval process for other drugs. Breast cancer activists used some of the same kinds of tactics to try to convince the FDA to expedite cancer-fighting drugs. The **Food and Drug Administration Modernization Act of 1997** institutionalized the fast-track procedure for serious or life-threatening diseases. Under this law, researchers who are working on the development of drugs that address "unmet medical needs" may be eligible for a number of important benefits, among these, regular and frequent meetings with FDA officials and expedited clinical trials.

The FDA will probably be receptive to the use of fast-track approval in the future. In fact, in 2004, FDA commissioner Mark McClellan announced that the agency would try to encourage drug innovation by shortening Phase III and that it would decrease the number of review cycles for generic drugs. In addition, both the public and government officials are placing significant pressure on the FDA to encourage them to expedite research into treatments for bioterrorism. The mapping of the human genome has also intensified efforts to reform the FDA's drug-approval process. In particular, researchers and pharmaceutical companies are rushing to develop therapies to "fix" defective genes and to treat genetically influenced illness. Any such medical products, devices, or treatments would have to be FDA-approved. In addition, the field of **pharmacogenomics** is booming as researchers try to figure out how to use an individual's genetic blueprint to ensure that medical treatments—in particular, drug therapies—will deliver the maximum therapeutic impact. For the lucky researchers who unlock these fields, the financial reward will be tremendous, which only increases the huge incentive to try to accelerate the FDA approval process.

SHOULD THE FDA HAVE A CENTRAL ROLE IN REGULATING PHARMACOGENOMICS?

Yes: The FDA must have a central role in the debate about pharmacogenomics. The Human Genome Project makes it possible for us to specifically tailor drugs for treatment or prevention of disease according to an individual's genetic structure. Genetic engineering could revolutionize medicine by allowing for the replacement or repair of genetic material, as opposed to treating the manifestations of disease. In the absence of legal or regulatory safeguards, the use of genetic material could be commercialized and exploited for profit. If this happened, access to these new treatments could be limited to those who could pay, and those without the means would be denied access to cutting-edge technology. The U.S. health care system would truly become a two-tiered system, where those with money might have vastly different treatment outcomes than those with fewer resources. In addition, genetic medicine is in its earliest stages and continues to be fairly dangerous—in fact, in several trials, subjects have died after gene therapy compromised their immune systems. Without regulation, genetic engineering may spawn designer babies or designer medicine, where people seek treatment to achieve the "perfect" child or sculpt the "perfect" body. This area of medicine is at a very vulnerable and dangerous stage and FDA involvement is clearly needed to safeguard against abuse.

www.EnglishPro.ir

No: Unfortunately, in a number of areas, including AIDS research, the FDA has shown itself to be unable to respond effectively to the need for testing of experimental and cutting-edge therapies. This agency is incredibly risk-averse and is unwilling to take the chances necessary to develop innovative genetic testing and treatment plans. Ultimately, the agency fast-tracked AIDS drugs only in response to immense public pressure. We are hoping that the agency has learned its lesson and that it will look to develop cooperative relationships with pharmaceutical companies instead of trying to order them to take certain actions. We are not hopeful, however, about the prospects for a new agency approach. There is some evidence that gene therapy could be successful in treating a number of diseases, but there has been little movement by the FDA toward testing genetic therapies, and the agency continues to be immobilized by its concerns about the risks attendant on these therapies. At this point, testing on mice has already provided great insight into the testing and treatment of sickle cell anemia. Research in other areas, including diabetes and breast cancer research, is just as promising. The FDA needs to allow pharmaceutical companies to continue to develop these therapies. It needs to adopt a cooperative rather than a combative stance. The agency should not have a central role; instead, it should share its place with those who are already engaged in research and development in this important area.

In addition, recent controversies involving several drugs, including hormone replacement therapies and the diet drug Fen Phen, which were recalled after concerns about safety began to mount, will likely increase pressure on drug companies to ensure further testing both before and after the approval process.

The activities of large, transnational pharmaceutical companies also raise questions about drug testing and approval. Recently, the drug manufacturer Pfizer, Inc. was sued by thirty Nigerian families who claimed that the company conducted drug experiments on their children without their approval and that six children died as a result of these experiments. These families claim that Pfizer was testing an experimental drug, Trovan, to be used against meningitis. Pfizer researchers chose to use Trovan despite the availability of alternative medicines that had been tested and approved for the treatment of this fatal disease. Major pharmaceutical companies have also been accused of paying doctors in other countries to recruit patients and failing to provide any real guidance about informed consent requirements. As a result, many third-world citizens have been induced to participate in drug trials without giving informed consent. In some cases, the information given to them was misleading and inaccurate or participation was coerced. Some commentators have starkly criticized what they term the globalization of drug testing, claiming that pharmaceutical companies are avoiding the cumbersome drug-approval process in place in countries like the United States by shifting their attention to the third world, where there are few requirements for drug testing and little governmental oversight of pharmaceutical companies.

Controversies in Medical Research

In the last two decades, the drug-approval process has become more sensitized to politics and public opinion in the United States. Other areas of medical research have also become more controversial and susceptible to political decisions, as opposed to policy choices. Among these are the areas of stem cell research, fetal cell research, and cloning. All of these research avenues raise serious questions about the rights of embryos and fetuses. Researchers believe that fetal and embryonic tissue and cells may be very helpful in developing treatments for Parkinson's disease, Alzheimer's, strokes, spinal cord injuries, and other diseases or conditions. We now know much more about how the human body functions than we have ever known, and very recently, scientific research has yielded important insight about the very structure and composition of our genetic makeup. The **Human Genome Project,** which was completed in 2003, provides a complete blueprint

www.EnglishPro.ir

of the basic building blocks of human life. The project, a work of international collaboration, has established the location and function of all of the genes in the human genome. If you recall from your basic biology courses, our genes are responsible for much of our physical makeup and perhaps even our behavioral predisposition, as well. Using this map, we may ultimately be able to identify each individual's predisposition to medical issues or diseases. **Genetic engineering,** which is only in its earliest stages, will use the map to expand its applications, and we may one day be able to alter the genetic structure of individuals or groups to lessen their risk of disease.

While genetic testing and engineering have the potential to ease human suffering and ameliorate or eliminate certain diseases, many people worry about how it might be used to undermine individual rights. In the wake of 9/11, commentators have become increasingly concerned about the use of DNA profiling and testing—and about the impact of these practices on the right to privacy. There are serious concerns that genetic testing and screening might be used by employers, insurance companies, and even governmental institutions to identify individuals who might have a disposition toward certain diseases or even behavioral traits. While some analysts argue that our existing laws protect against such abuses, it remains to be seen how this information will ultimately be used. It is very likely that this striking advance in medical technology will place pressure on legislators and regulators to pass laws that protect individual rights, but serious questions remain about the shape that these laws will ultimately take.

SUMMARY

In this chapter, we have been discussing how law affects the practice of medicine and scientific research in the United States and the different social facts or norms that help us understand why these laws look the way they do. Throughout much of the last one hundred years, our laws reflected the assumption that the doctor-patient relationship was privileged and that physicians should be permitted to exercise significant autonomy in treating their patients. We discussed one area of the law, abortion, where the law continues to afford physicians considerable leeway and two other emerging areas, aid in dying and medicinal marijuana, where the law recognizes a special role for physicians. In all three areas, doctors argue that the needs of their patients should trump broad and amorphous arguments about public morality. Like doctors who fight to keep abortion safe and legal, doctors who administer aid in dying or prescribe medicinal marijuana are asserting that they should be permitted substantial latitude in making treatment decisions. Many of our laws reflect an acceptance of this argument. Somewhat paradoxically, while the law in many ways privileges the doctor-patient relationship, the increasingly complex regulations governing medical research seem to be based on the assumption that patients and research subjects should be protected from overzealous doctors and researchers. Our laws aim at ensuring that patients are autonomous and that they fully consent to taking part in research protocols.

This chapter also examined changes in the law governing the testing and approval process for new medications. We talked about how interest-group politics—especially the activities of AIDS activists—have had a powerful effect on the FDA's drug-approval process and have created a fast-track approval process for certain medicines. Finally, in this chapter, we examined developments in mapping the human genome and talked about how the use of genetic testing and profiling will inevitably create pressure for the passage of new laws in this area.

Where law regulates specific practices, like abortion, aid in dying, and medicinal marijuana, we are more likely to allow physicians leeway in providing care. This reflects the norm that the physician's primary responsibility is to the patient. Our experiences with medical research and development, however, lead us to question whether physicians or researchers act as selflessly in these areas. Specifically, the Tuskegee Syphilis Study and the slow federal response to the AIDS crisis lead many to believe that physicians and researchers may sometimes act in their own self-interest. Perhaps not surprisingly, this concern about professional ethics has opened the door to much greater regulation in these areas.

The public debate surrounding these public health issues has grown increasingly fierce, especially in the last decade. Even a cursory glance at the laws governing biomedicine reveals that law has lagged far behind scientific research. There are a number of serious

www.EnglishPro.ir

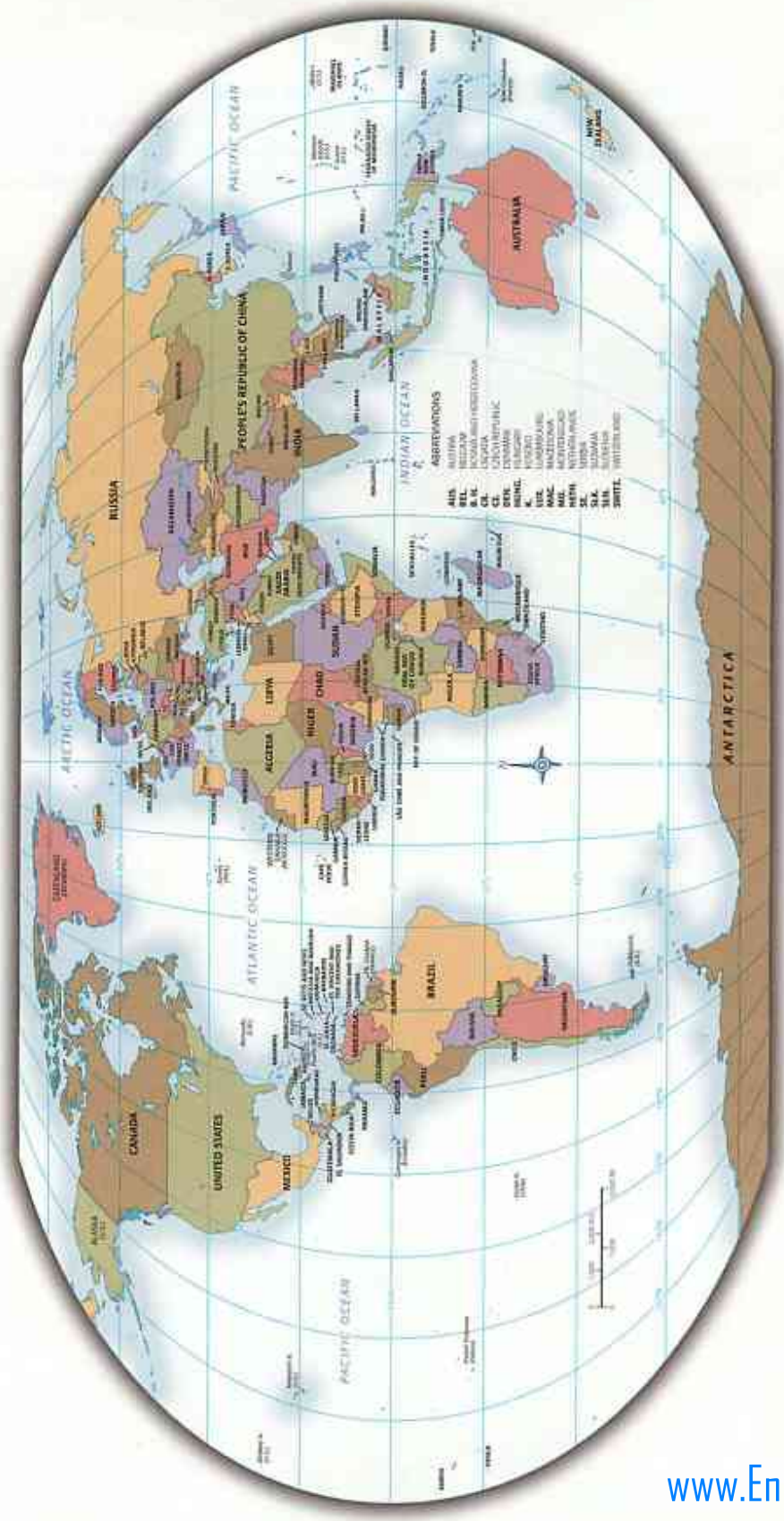
challenges in the near future: among them crafting laws that readily adapt to the rapidly changing biomedical frontier and creating laws that respect the time-honored doctor-patient relationship. It remains to be seen how lawmakers will ultimately address these challenges, but it seems clear that medical and scientific technology will be the subject of an ever-expanding and varied array of federal, state, and municipal laws.

ACTIVE LEARNING

1. Consider the model act on physician aid in dying that was recently created by lawyers, physicians, academics, and Hemlock Society members in Boston to help guide state legislatures that are considering adopting aid-in-dying laws. What are the responsibilities of physicians under this law? What do you think of this law—does it address the needs of those with terminal illnesses while still ensuring that states protect all human life? You can find the act at http://www.pbs.org/newshour/bb/health/die.html.
2. Consider the fast-track provision of the FDA Modernization Act of 1997. What goals do you think it advances? Why do you think this provision is included under the subheading "Improvements"? Note the inclusion of the "information program on clinical trials for serious or life-threatening diseases." Why do you think that Congress established this program? What's the relationship between these two aspects of the statute?

www.EnglishPro.ir

APPENDIX



World Map

www.EnglishPro.ir

United States Map

www.EnglishPro.ir

CREDITS

This page constitutes an extension of the copyright page. We have made every effort to trace the ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections in future printings. Thanks are due to the following authors, publishers, and agents for permission to use the material indicated.

CHAPTER 1

5 Things You Must Never Forget, By Greg Soltis, LiveScience Health, 14 September 2008, as appeared at http://www.livescience.com. From KANAR. THE CONFIDENT STUDENT, 5E. © 2004 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. From STALEY. FOCUS ON COMMUNITY COLLEGE SUCCESS, 1E. © 2010 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. Inside the Mind of a Savant, by Darold A. Treffert, and Daniel D.Christensen. As appeared in Scientific American, December 2005, pgs. 108–113. The Spotless Mind by Michael Rosenwald from POPULAR SCIENCE, May 2006. Reprinted by permission.

CHAPTER 2

"We Just Clicked," by Coco Masters, Time Magazine, Thursday, Jan. 17, 2008, as appeared at http://www.time.com. Communication in Theory, Practice, and Context, By Teri Kwal Gamble and Michael W. Gamble. Copyright © 2005 Houghton Mifflin Harcourt. From Alcohol Stunts Neuron Generation" by Carolyn Seydel, 20 November 2001, ScienceNOW daily news (http://sciencenow.sciencemag.org/cgi/content/full/2001/11204). Reprinted with permission from AAAS. From BERNSTEIN/PENNER/CLARKE-STWART/ROY. PSYCHOLOGY, 7E. © Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. Reprinted from Scott Swartzwelder, "Brain 101," Driven, Fall 1998. Reprinted with permission from the author. Reprinted from TEACHING PHONICS AND WORD STUDY IN THE INTERMEDIATE GRADES by Wiley Blevins. Copyright © 2001 by Wiley Blevins. Reprinted by permission of Scholastic, Inc. Reprinted from TEACHING PHONICS AND WORD STUDY IN THE INTERMEDIATE GRADES by Wiley Blevins. Copyright © 2001 by Wiley Blevins. Reprinted by permission of Scholastic, Inc. "Trading for a High" by Carolyn Banta, Time magazine, July 24, 2005, as appeared at http://www.time.com.

CHAPTER 3

"Global Business Customs And Etiquette," by Chaney, Lillian H., Martin, Jeanette S., Office Pro, 10965807, May 2006, Vol. 66, Issue 4. As appeared at: http://dusenyao.files.wordpress.com. HIS BRAIN, HER BRAIN. By: Shute, Nancy, U.S. News & World Report, 00415537, 3/7/2005, Vol. 138, Issue 8. Reprinted by permission of U.S. News & World Report. My Space Faces Stiff Competition in Japan, by Yuri Kageyama 2/16/2007 "Copyright 2007" The Associated Press. Published in USA Today. Reprinted by permission of The Associated Press. The Difference between Boys and Girls . . . at the Office" by Marjory Weinstein from TRAINING MAGAZINE, 2006. Training Magazine article used with permission of Nielsen Business

www.EnglishPro.ir

Media, Inc. The Pitfalls of Email by Marina Krakovsky from PSYCHOLOGY TODAY, March/April 2004. Reprinted with permission from Psychology Today magazine, Copyright © 2004 Sussex Publishers, LLC. "Diversity and Cultural Contacts: Interpreting through Different I's" from CONTACTS: Interpersonal Communication in Theory, Practice, and Context by Teri Kwal Gamble and Michael W. Gamble. Copyright © 2005 by Houghton Mifflin Harcourt.

CHAPTER 4

"Like Humans, Chimps Bow to Social Pressure," by Bjorn Carey, as appeared in LIVE SCIENCE, August 22, 2005. "Sadie and Maud" by Gwendolyn Brooks. Reprinted by consent of Brooks Permissions. "Study: Office Bullies Create Workplace 'Warzone'," by Jeanna Bryner from LiveScience, Oct 31. 2006. A Brief History of the Salem Witch Trails by Jess Blumberg from SMITHSONIAN.com, October 24, 2007. Reprinted by permission. Gwendolyn Brooks, "We real cool" From The Bean Eaters by Gwendolyn Brooks. Reprinted by consent of Brooks Permissions.

CHAPTER 5

"100 Words Almost Everyone Confuses and Misuses," taken from: http://www.houghtonmifflinbooks.com/booksellers/press_release/100misuses/Alex Kinsbury, "Get in, show up, drop out." U.S. News & World Report 139.20 (Nov 28, 2005): p. 39. Reprinted by permission of U.S. News & World Report. Copyright 2007 Reuters. Reprinted with permission from Reuters. Reuters content is the intellectual property of Reuters or its third party content providers. Any copying, republication or redistribution of Reuters content is expressly prohibited without the prior written consent of Reuters. Reuters shall not be liable for any errors or delays in content, or for any actions taken in reliance thereon. Reuters and the Reuters Sphere Logo are registered trademarks of the Reuters group of companies around the world. For additional information about Reuters content and services, please visit Reuters website at www.reuters.com. From BERNSTEIN/PENNER/CLARKE-STEWART/ROY. PSYCHOLOGY, 7E. © 2006 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. From BERNSTEIN/PENNER/CLARKE-STEWART/ROY. PSYCHOLOGY, 7E. © 2006 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. Reprinted with permission from Education Week, Vol. 26, No. 17, January 4, 2007. Reprinted with permission from Education Week, Vol. 26, No. 17, January 4, 2007. Source: Dictionary.com, Unabridged (v1.1). Random House, Inc., 2009. Used by permission.

CHAPTER 6

"Managing Traumatic Stress: After the Hurricanes" (2005), American Psychological Association, http://www.apahelpcenter.org/articles/article.php?id=107. Reproduced with permission. See http://apahelpcenter.org to view the full document and for other information on psychological issues affecting physical and emotional well-being. No further reproduction or distribution is permitted without writen permission from the American Psychological Association. Bottom 5 countries for longevity Mathers, C.D.C. Bernard, K.M. Iburg, M. Inoue, D. MaFat, K. Shibuya, C. Stein, N. Tomijima, H. Xu., Global Burden of Disease in 2002 http://www.who.int/infobase IBRef: 199998. From BERNSTEIN/PENNER/CLARKE-STEWART/ROY. PSYCHOLOGY, 7E. © 2006 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. From GRIFFIN. MANAGEMENT, 8E. © 2005 South-Western, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. From

www.EnglishPro.ir

PERRY. THE HUMANITIES IN THE WESTERN TRADITION, 1E. © 2003 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions. Jennifer Kerr, "Report: Teen birth record hits new low" Associated Press, 2007. Reprinted by permission of The Associated Press. Leonard David, "Planet's Population Hit 6.5 Billion Saturday," as appeared in LiveScience, February 24, 2006. Stanley Chernicoff, Haydn A. Fox, and Lawrence H. Tanner, "Future Use of Natural Resources" from Earth: Geological Principles and History, Copright © 2002 by Houghton Mifflin Harcourt. Top 5 countries for longevity World Health Organization website. http://www.apahelpcenter.org/articles/article.php?id=107. Used by permission of WHO.

CHAPTER 7

"The Real Crime: 1,000 Errors in Fingerprint Matching Every Year," by LiveScience Staff, as appeared at http://www.livescience.com. Barry Scheck, "Should States Adopt Moratoriums on Executions?" CQ Researcher, September 2005, pro/Con. Reprinted by permission. From "The Social Psychology of False Confessions: Compliance, Internalizations, and Confabulation" by Fein & Kassin from PSYCHOLOGICAL SCIENCE, Volume 7, Issue 3, pp. 125–128. Reprinted by permission of Wiley. Innocent Suspects Confess Under Pressure, By LiveScience Staff, July 26, 2005 as appeared at http://www.livescience.com. Research Links Lead Exposure, Criminal Activity by Shankar Vedantam from THE WASHINGTON POST, July 8, 2007. Reprinted by permission. Should states adopt moratoriums on executions? Con By Kent Scheidegger, CQ Researcher, September 2005. Reprinted by permission. Source: Leading Causes of Wrongful Convictions by The Innocence Project, as of November 16, 2009. Used by permission. Source: Staff of The Innocence Project, "Innocence Project Case Profiles" as of November 16, 2009. Reprinted by permission. Weinberg, S. (2009, April 17). Wrongful convictions. CQ Researcher, 19, 345–372. Retrieved May 2, 2009, from CQ Researcher Online, http://library.cqpress.com.ezproxy.stlcc.edu/cqresearcher/cqresrre2009041700. Reprinted by permission. Wrongly Convicted By Terry Golway of The Innocence Project. From AMERICA, 195. 15 (Nov 13, 2006): 8. Reprinted by permission of the author.

CHAPTER 8

Cash to doctors can ruin patients' trust by the Editor, Miami Herald, May 16, 2007, p. 14. Reprinted by permission. Chuck Klosterman, "Amnesia Is the New Bliss" from Esquire Magazine. Doctors Who Fail Their Patients Editorial from THE NEW YORK TIMES Editorial Section, February 13, 2007. Copyright © 2007 by The New York Times Co. Reprinted by permission. Editor, AFP press, "Doctors back plan to store medical info under your skin," Copyright © 2007 Agence France Presse. Insights: Hoping for a Girl by Jeff Grossman from PSYCHOLOGY TODAY, May/June 2004. Reprinted with permission from Psychology Today Magazine, copyright © 2004 Sussex Publishers, LLC. Preventing Memory Loss: CQ Researcher—April 4, 2008 • Volume 18, Issue 13 Pro/Con: Should we encourage use of scientific techniques to enhance memory and other cognitive functions? PRO Ronald Bailey Science Correspondent, Reason Foundation. Reprinted by permission. Testing Fate by Alexa Shaffer from NEWSWEEK, June 28, 2007. Reprinted by permission of the author. Two sides of a debate on whether or not to provide financial incentives for organ donations by Editorial staff and Charles Fruit from USA TODAY, June 26, 2006, p. 14A. Reprinted by permission.

Chapter From FREBERG. DISCOVERING BIOLOGICAL PSYCHOLOGY, 1E. © 2006 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions.

Chapter From HUERTA. EDUCATIONAL FOUNDATIONS, 1E. © 2009 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions.

www.EnglishPro.ir

Chapter From SAMUELS. LAW, POLITICS AND SOCIETY, 1E. © 2006 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions.

Chapter Reprinted from THE HUMANITIES IN THE WESTERN TRADITION by Perry, Baker and Hollinger. Copyright © 2003 by Houghton Mifflin Harcourt.

PHOTO CREDITS

Pages 2, 68, 170, 240, 332, 396, 476, 582: Mike Kemp/Getty Images
Pages 3, 69, 171, 241, 333, 397, 477, 583: Stockbyte/Getty Images
Pages 3, 69, 171, 241, 333, 397, 477, 583: Gregor Schuster/Getty Images
Pages 4, 70, 171, 242, 334, 398, 478, 584: George Doyle/Stockbyte/Getty Images
Pages 40, 125, 213, 271, 369, 434, 508, 613: Comstock Images/Getty Images
Pages 36, 117, 208, 275, 363, 429, 504, 610: Brand X Pictures/Getty Images
Pages 7, 112, 201, 278, 339, 403, 480, 587: Jupiterimages/BrandX Pictures/Getty Images
Pages 64, 146, 237, 312, 389, 453, 540, 63: Photodisc/Getty Images
Page 18: djem, 2009/Used under license from Shutterstock.com; Monkey Business Images, 2009/used under license from Shuuterstock.com; Sasha Radosavljevich, 2009/Used under license from Shutterstock.com; Jason Stitt, 2009/Used under license from Shutterstock.com; John Cowie, 2009 Used under license from Shutterstock.com; Radu Razvan, 2009/Used under license from Shutterstock .com; guidocava, 2009/Used under license from Shutterstock.com; GWImages, 2009/Used under license from Shutterstock.com;
Page 21: Roxana Gonzalez, 2009/Used under license from Shutterstock.com; Stockfolio 635/Stockfolio/Alamy; Alexandr Shevchenko, 2009/Used under license from Shutterstock.Com; Ivan Montero Martinez, 2009/Used under license from Shutterstock.com
Page 176: Paul Gilligan/Photodisc/Jupiter Images; Alan Oliver/Alamy; Clark Dunbar/RubberBall/Alamy
Page 177: Stephen Dumayne/istockphoto.com

www.EnglishPro.ir

INDEX

b after page numbers indicates box; f indicates figure; t indicates table

A

Abstract, 201
Achievement motivation, reading on, 383-385
Acronyms, and memory, 22
Ad hominem, 556-557
Adams, William Lee, 180
Affixes, 117
African American writers, reading on, 442-445
Alcohol abuse, readings on, 70-72, 79-80, 81b, 91-95, 111, 125-128, 135-136
Alliteration, 281
Annotation, 352
Antonym clue, 36-38
Appeal to authority, 555-556, 558*b*
Appeals, as reasoning, 557, 558b, 559b, 575-577
Appendix, 349
Arguments
  deconstructing and evaluating
    determining soundness of, 560-564
    exercises for, 565-572
    importance of, 544, 551-552
    intentional errors in reasoning, 554-558
    reasoning in, 552-553
    unintentional errors in reasoning, 554
  exercises for, 604-608
  fact, opinion in, 491-492
  mapping, 486-490, 499-503, 552
  pro, con, 595, 599-600
  relevant and sound, 552-553
  support for, 492-498, 533-534
  understanding
    importance of, 476
  See also Supporting arguments
Assonance, 281
Assumptions, 554
Audience, intended, 564-565
Aural (auditory) learning, 13-15
Author
  credentials for, 564-565
  determining purpose of, 178-180, 228, 238, 287, 294
  message (moral) of, 281, 284, 286, 307
  point of view of, 533, 547, 554-558, 561-564, 566-572, 580, 583, 586, 589-590, 595, 602
  types of purpose of, 175-178
  See also Tone, of author

B

Background (prior knowledge), 23, 245-246
Bailey, Ronald, 579
Baker, J. Wayne, 442
Bandwagon reasoning, 556, 558b, 577-578
Banta, Carolyn, 146
Bernstein, Douglas A., 383, 421
Bias, in language, 176-177, 505-506, 534
Bloom's taxonomy, 340-341
Blumberg, Jess, 258, 294
Bodily/kinesthetic learning, 17-18
Boxes, charts, 348
Brain, 2, 20, 33
Brain, Marshall, 180

www.EnglishPro.ir

Brooks, Gwendolyn, 281, 284
Bryner, Jeanna, 312
Business customs, reading on, 196–201
Bystander Effect, readings on, 251–254, 259–266, 272

C

Card stacking, 554–555
Cards, index, and vocabulary strategy, 430–433
Carey, Bjorn, 242
Cartoons
  and main ideas, 271–274, 292, 385
  on memory, 22
Cause and effect patterns
  defined, 90–91
  examples of, 91–95
  identifying, 106, 110, 129–130, 131–132
Chaney, Lillian, 196
Chapter introduction, 348
Chapter outline, 348
Characters, in literature, 279, 281, 285, 306
Charts, for note taking, 420
Chernicoff, Stanley, 453
Christensen, Daniel D., 54
Chronological (time) order, 80*t*, 82–83
Chunking, of information, 22, 24
Circular reasoning, 562, 563*b*, 603
Clarke-Stewart, Alison, 383, 421
Claustrophobia, 87*b*
Climax, in literature, 280, 283, 285, 307
Cluster diagram, 418
College graduation, reading on, 376–380
Comparative and contrastive map, 419
Comparison and contrast patterns, 95–96, 130, 132
Comprehension monitoring, 344–345, 346t–347*t*
Con, and pro, 499, 595, 599–600
Conclusion, defined, 246
Conflict, in literature, 280, 283, 285, 306
Connotation, 504–505, 506*t*
Context clues, 67, 223
Contrast clue, 36–38
Cornell notes, 405–406
Crime and punishment graphics, 509–512
Critical thinking, 340
Cullen, Lisa Takeuchi, 215
Cultural anthropology, 236
Cultural differences, influences
  readings on, 196–201, 215–220, 223–226, 228–234

D

David, Leonard, 446
Deductive reasoning, 549–551, 568, 571, 583, 590
Definition and example patterns, 87
Definition clue, 36–38, 243, 244
Denotation, 504–505, 506*t*
Description pattern, 88–89
Descriptive (thematic) map, 419
Descriptive writing, 485–486
Dictionaries, using, 363–364, 368, 429
Division/classification pattern, 89–90, 98
Double-column note taking, 404–405, 420
Doublespeak, 573–574, 584, 588
Drug abuse, readings on, 81*b*, 84*f*, 86*b*, 88*b*, 95*b*, 98, 99–103, 125–128, 129–132, 139–142, 146–148

E

Eberstadt, Nicholas, 178, 179
Editorial, reading from, 482–483
Education, motivation, reading on, 334–336
E-mail communication, reading on, 237–238
Encoding, of information, 20, 22, 37
Equal opportunity schooling, reading on, 461–473
Errors, in reasoning, 553–560, 563–564
Essay tests, 408–410
Essays, reading from, 481
Euphemisms, 573–574, 581, 584, 588, 591, 603
Example/illustration (clarification) pattern, 85–87, 131
Explicit main idea. *See* under Main idea

F

Facial cues, reading on, 269–271
Fact, vs. opinion, 508–512, 534–536, 541–542
Fallacies, logical, 554
False cause, 561, 563*b*
False confessions, reading on, 478, 513–520
Faulty analogy, 562, 563*b*
Featured readings, applications, 348
Fishbone map, 419
Forgetting, 23–24, 40*f*, 41*f*
Fox, Haydn, A., 453
Fruit, Charles B., 589

G

Gamble, Michael W., 104, 223
Gamble, Teri Kwal, 104, 223

www.EnglishPro.ir

Gardner, Howard, 16–18
Gender differences, influences, 172, 193–194
Generalities, glittering, 555, 558*b*, 578, 591
Gladwell, Malcolm, 269
Glossaries, using, 429
Glossary, 349
Goals
  and intentions, 10
  intermediate, 10–11
  long-term, 10–11
  setting, 11–12
  short-term, 10–11, 12
  writing down, 9
Golway, Terry, 495
Graphics
  about, 40
  applying questioning to, 41–42
  facts vs. opinions in, 508–512, 534–536
  implied main ideas in, 271–274
  main ideas in, 212–214
  organizers, 418–419
  patterns of organization in, 402–403
  propaganda in, 575–578
  reading and understanding, 433–438
  seeing relationships in, 125–128
  understanding, 369–375
  using, 348
Griffin, Ricky W., 398
Grossman, Jeff, 601
Guide questions, 6, 25–26, 43–48, 49–52

H

Holistic strategies, for reading, 31–35
Hollinger, Pamela Pfeiffer, 442
Holmes, Oliver Wendell, 276
Hughes, Langston, 276
Hurston, Zora Neale, 277
Hyperbole, 276
Hypnotism, 96b

I

Implied main idea. *See* under Main idea
Index, 349
Index cards, and vocabulary strategy, 430–433
Inductive reasoning, 550–551, 568, 571, 581, 587
Inference clue, 37–39
Inferences, 245, 370–372
Information, encoding, 2
Information, locating, 133–134
Intelligence, multiple, 16–19
Intermediate goals, 10–11
Internet social networking, reading on, 228–234
Interpersonal learning, 17–18
Intrapersonal learning, 17–18

J

Jackson, Shirley, 180, 300

K

Kageyama, Yuri, 228
Kanar, Carol, 49
Kassin, Saul M., 513
Kerr, Jennifer, 439
Key terms, 53, 348, 429–430
Kiechel, Katherine L., 513
Kinesthetic learning, 14–15
King, Martin Luther, Jr., 278
Kingsbury, Alex, 376
Klosterman, Chuck, 592
Konrad, Walecia, 354
Krakowsky, Marina, 179, 237
KWL, 33

L

Language
  figurative, 280–281
    in literature, 283–284, 285, 307
    recognizing, 276–278
    types of, 275–276
  literal, 275
  loaded, 176–177, 506–508, 534, 581–582, 584, 588, 591
Lead statement, 481
Learning research, reading on, 362–363, 389–391
Learning styles
  about, 13
  multimodal, 16
  multiple intelligences, 16–19
  VARK, types of, 13–14
  VARK, working with, 14–16
Literature
  comprehending, 306–308
  defined, 279
  figurative language in, 275–276

www.EnglishPro.ir

Literature (*continued*)
reading and understanding, 278–286
reading on, 320–325
Location, of information, 133–134
Logical/mathematical learning, 17
London, Jack, 277
Long-term goals, 10–11
Long-term memory, 22–23, 37
The Lottery 300–306

M

Main ideas
author's purpose for, 175–178, 181
defined, 181, 183*t*
explicit
defined, 183*t*
importance of, 169–170
locations of, 185–186
finding, 184–185, 192–201
in graphics, 212–214
identifying, 215–220, 222–226, 228, 244, 287–290, 294–297, 337–339, 392–395, 400, 478, 540
implied
defined, 250
exercises for finding, 255–268, 291–293, 297–299, 306–308
formulating, 269–271
in graphics, cartoons, 271–274
identifying, 313–314
importance of, 240
inferences, conclusions of, 245–250
in literature, 279
methods for determining, 250–254
steps to finding, 254–255
vocabulary strategies for, 275
writing, 255*b*
reading for, 315–329
summarizing, 204–207
summary for, 204–207
vs. topic, 182–183
Major details, in patterns, 76–78
Mansfield, Katherine, 277
Mapping, 418–419, 486–490, 499–503, 552
Martin, Jeanette, 196
Masters, Coco, 215
Math anxiety, reading on, 381
Medical ethics, readings on, 546–547, 566–572, 585–586, 589, 599–600, 601–602, 608–617
Memorization, and vocabulary strategy, 429
Memory
about, 104–105
as brain process, 20
and forgetting, 23–24
long-term, 22–23
reading on, 4–5, 29–30, 43–48, 49–52, 579–580, 582, 592–594
repressing, 37
retrieval of, 37
sensory, 21
short-term (working), 21–22
Message (moral) of author, 281, 284, 286, 307
Metacognition, 20, 112
Metaphor, 275–276, 314
Methods, for determining main ideas, 250–254
Miller, Arthur, 298–299
Minor details, in patterns, 76–78
Mnemonic devices, 37
Motivation, external, internal, 9
Multimodal learning, 16
Music, reading on, 325–327
Musical/rhythmic learning, 17

N

Natural resources, reading on, 453–455
Naturalist learning, 17–18
Newspapers, reading from, 481–482
Non-sequiturs, 561, 563*b*
Note taking
charts for, 420
Cornell, 405–406
double-column, 404–405, 420
exercise on, 421–428
graphic organizers for, 418–419
importance of, 396
outlines for, 414–418
SOUL method for, 414*b*
steps for, 412–414
success with, 403
tips for, 406*b*–407*b*
vocabulary strategies for, 429–433
Notebook, for vocabulary strategy, 430

O

Objective tests, 407–408
Objectives, 10
Olson, Lynn, 334, 389

www.EnglishPro.ir

Online dating, reading on, 215–220
Opinion, vs. fact, 508–512, 534–536, 541–542
Order of importance (emphatic order), 80–82
Organizational patterns, 73
Organized crime, readings on, 256–257, 287–290
Outlines, 414–418
Oversimplification, 561

P

Paraphrasing
  to aid comprehension, 112
  defined, 109, 201
  exercise on, 113, 114–118, 137–138, 143
  good vs. bad, 114
  steps for, 114
  and summaries, 204–207
Patterns, of organization
  facts on, 105
  in graphics, 212–214
  identifying, 97, 99–106, 106, 129–132, 130, 132, 135–136, 139–143, 148, 187–201, 222–224, 228, 238, 243, 287–290, 294–297, 313, 400
  importance of, 70–72
  mixed, 97
  recognizing, 74, 75*f*
  and supporting details, 74, 76–78
  that analyze
    cause and effect, 90–95, 106, 110, 115
    comparision and contrast, 95–96
    division/classification, 89–90, 98
  that explain
    definition and example, 87
    description, 88–89
    example/illustration (clarification), 85–87
    types of, 85
  that list
    chronological (time) order, 80*t*, 82–83
    determining type of, 85
    order of importance (emphatic order), 80–82
    sequence (process) order, 83, 125–128
    simple (random order) listing, 78–80
    spatial (place) order, 80t, 83–85
  transition (signal) words in, 75–76, 77
  See also Paraphrasing; Relationships, between ideas
Peek, Kim, 54–61
Penner, Louis A., 383, 421
Perry, Marvin, 442
Personal attack reasoning, 556–557, 559*b*
Personification, 276
Phobias, 90*b*
Plagiarism, 114
Plain folk reasoning, 556, 558*b*, 576
Planner, using, 12
Plot, in literature, 280, 283, 285, 307
Poetic device, 281, 283–284, 285, 307
Poetry, analyzing, 281–286
Point of view, in literature, 280, 283, 285, 306
Point of view, of author
  and argument soundness, 561–564
  exercises for, 533, 547, 555–558, 566–572, 580, 583, 586, 589–590, 595, 602
Population explosion, reading on, 446–448
Post-traumatic stress disorder (PTSD), reading on, 64–66
PQ3R, 32–35
Prefixes
  common, 118*t*–121*t*
  defined, 117
  determining meaning from, 129–132, 140–141, 149, 215–216, 219–220, 225
  used to alter words, 122
  See also Suffixes
Prescriptive writing, 485–486
Previewing, and reading, 27–28, 32, 34, 185
Prior knowledge, 23
Pro, and con, 499, 595, 599–600
Problem and solution map, 419
Problem-solution outline, 419
Projection, of trend, 508
Propaganda, 554–555, 558*b*, 575–578, 591
Psychology, reading on, 151–167, 421–425, 426–428
Purpose, of author. *See* under Author

Q

Question-answer relationships (QAR), 341, 342
Questioning, 32, 34, 41–42

R

Random order list, 78–80
Reading
  active
    about, 19–20
    and memory, brain processing, 20–24
    and metacognition, 20
    vs. passive, 20
    previewing, 27–28

www.EnglishPro.ir

Reading (*continued*)
purpose for, 24
surveying, 25–27
calculating, 343–344
from controversial text, 485
from essays, 481
holistic strategies for
about, 31–32
applying, 33
KWL, 33
PQ3R, 32–35
SQ3R/SQ4R, 32, 34–35
mapping arguments in, 486–490
from newspapers, 481–483
note-taking formats for, 412–414
prescriptive vs. descriptive writing, 485–486
rate of, 342–343
research studies, 483–485, 513–520
as strategy component, 32, 34
and VARK learning, 14–16
varying strategies for, 410–412
Read/write learning, 13–15
Reasonable inference, 508, 541, 547–548
Reasoning
deductive, inductive
about, 549–551
exercises for, 568, 571, 581, 583, 587, 590
errors in, 553–560, 563–564
Reciting, and reading, 32, 35
Reflecting, and reading, 32, 35
Relationships, between ideas
about, 106–108
exercise on, 148–149
exercises on, 108–117, 141
finding, 106–111
in graphics, 125–128
identifying, 135–136
Relaxation, 13
Relevance, of argument, 551–553
Relevance, of support, 553, 558*b*
Research studies, reading, 483–485
Resolution, in literature, 280, 283, 285, 307
Retrieval, and encoding, 2
Reviewing, and reading, 32, 35
Rhetorical modes, 73
Roosevelt, Max, 179, 180
Root words
defined, 208
determining meaning from, 215, 217–220, 239
examples of, 209–212
Rosenwald, Michael, 64
Roy, Edward J., 383, 421

S

Salem witch trials, readings on, 247, 250, 258, 294–297
Savant, reading on, 54–61
Scanning, and reading, 25
Scheck, Barry, 499
Scheidegger, Kent, 501
Schema(ta), 23
Sentences, statements, and main ideas, 250–252
Sequence (process) order, 80*t*, 83, 125–128, 129, 131
Sequential episodic map, 419
Setting, in literature, 279, 281, 285, 306
Seydel, Carolyn, 70
Shaffer, Alexa, 599
Shaffer, Amanda, 113, 115
Short-term goals, 10–11, 12
Short-term (working) memory, 21–22
Shute, Nancy, 193
Signal words, 75–76, 186
Simile, 275–276, 314
Simple listing, 78–80
Single-parent family, reading on, 416–417
Skeleton, of reading, 73
Slanted language. *See* Language, loaded
Slippery slope reasoning, 557–558, 558*b*
Smoking addiction, readings on, 108
Social conformity, reading on, 242
Social psychology, reading on, 267–268
Social responsibility, reading on, 398–399
Soltis, Greg, 4
SOUL method, for marking text, 353*b*
SOUL method, for taking notes, 414*b*
Spaced practice, 24
Spatial (place) order, 80*t*, 83–85
Specific order, 80t
SQ3R/SQ4R, 32, 34–35
Staley, Constance, 43
Steenhuysen, Julie, 381
Straw man fallacy, 557, 558*b*, 559*b*
Stress, combatting, 77, 83*b*
Structure, patterns of organization in, 68–166

www.EnglishPro.ir

Study, 330–395, 396–457, 458–473
Study questions, exercises, in textbooks, 348
Suffixes, 122–124, 129–131, 140, 217. *See also* Prefixes
Summary, 53, 202–208
Summative words, 186
Supporting arguments
  exercises for, 547–548, 555–558, 561–564, 566–572, 580–581, 583–584, 586–587, 590–591, 595–596, 602
Supporting details
  in cause and effect pattern, 109, 111
  defined, 74
  identifying, 134, 139–142, 195, 541–542
  and main ideas, 186
  major and minor, 76–78
  in order of importance, 80–82
  recognizing, 499–503
  in simple listing, 78–80
  summarizing major, 204–207
Surveying, and reading, 25–27, 32, 34
Swartzwelder, Scott, 135
Syllogism, 549
Symbols, in literature, 281, 283–284, 285, 307
Synonym clue, 36–38

T

Table of contents, 348
Tables, understanding, 369–375
Tanner, Lawrence H., 453
Taylor, Danielle D., 256
Teen birth rate, reading on, 439–440
Test anxiety, reading on, 354–361
Testimonial reasoning, 555–556, 558*b*
Tests, testing, 407–408, 408–410
Text
  finding features of, 349–350
  and graphics, 369–375
  marking, annotating
    about, 350–353
    exercises for, 353–363, 376–385
    importance of, 332
    SOUL method for, 353*b*
    using, 440–441, 445, 449–450, 455–457
  using features of, 348–349
  vocabulary strategies for
    exercises for, 368–369
    using dictionaries, 363–364
    words used in college, 365–367
  See also Note taking
Theme, in literature, 278–279
Thesis, 181, 183*t*, 194, 238–239
Time management, 12–13
Time order, 80*t*, 82–83
Title, in literature, 279, 281, 284, 306
Tone, of author
  and bias, 505–506
  defined, 280
  examples of, 534
  identifying, 244, 283, 285, 306, 314
Topic
  about, 181–182
  in graphics, 126, 128, 212–214, 536
  identifying, 6, 7, 28–31, 43–48, 49, 66–67, 108–111, 114–115, 129–132, 135–136, 139–142, 148, 215–220, 222–225, 228, 238, 243, 287–290, 294–297, 313
  and implied main idea, 250–252, 254
  vs. main idea, 182–183
  sentence, 181, 183*t*, 185–186, 186–192, 194–201, 239
Traffert, Darold, 54
Transition (signal) words
  examples of, 77
  identifying, 129–132, 149
  and main ideas, 186
  and patterns that analyze, 89*t*, 111
  and patterns that explain, 86*t*
  and patterns that list, 80*t*
  role of, 75–76
  in summary, 207

U

Underlining. *See* Text, marking, annotating
UV exposure abuse, reading on, 113, 115–116

V

VARK, 13–16
Verbal/linguistic learning, 17
Visual aids. *See* Graphics
Visual learning, 13–15
Visual/spatial learning, 17
Vocabulary strategy
  bias and tone in, 505–506
  cards for, 430–433

www.EnglishPro.ir

Vocabulary strategy (*continued*)
common words in, 365–367
connotation, denotation in, 504–505, 506*t*
and context clues, 6, 36, 36–39, 38–39
and dictionaries, 363–364
exercises for, 368–369
and implied main idea, 275–276
and intended meaning, 572
loaded language in, 506–508, 534
and note taking, 429–433
notebook for, 430
See also Doublespeak; Euphemisms; Prefixes; Root words; Suffixes

W

Warner, Judith, 180
Weinstein, Marjory, 172
Windle, Michael, 111
Woolf, Virginia, 277
Work group behavior, readings on, 256, 258–259
Workplace bullying, reading on, 312–313
World War I, readings on, 317–320, 327–329
Writing patterns, structure, 73
Wrongful conviction, readings on, 488–489, 495–496, 499–503, 507, 540

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

NOTES

www.EnglishPro.ir

CHRISTINE EVANS CARTER

MINDSCAPES

CRITICAL READING SKILLS AND STRATEGIES

Learn to read for success—in all of your courses

Save time and energy by learning to read more efficiently—taking in information the way your brain can best learn and memorize it. Based on the latest research in learning (called brain-based learning), Christine Evans Carter has developed a powerful approach to building reading skills: when you recognize the structure and organization of information, you maximize your learning power. To improve your performance in all of your college courses, each chapter of this book helps you develop practical study skills, vocabulary skills, and strategies for reading the types of material you find in your textbooks.

Interactive tools for additional reading support

Premium Website Resources on this site include assessment tools to help you track your progress, web links relevant to readings in the text, online quizzes, and more.
www.cengage.com/devenglish/carter/mindscapes

WADSWORTH
CENGAGE Learning

To learn more about Wadsworth, visit **www.cengage.com/wadsworth**

Purchase any of our products at your local college store or at our preferred online store **www.CengageBrain.com**

ISBN-13: 978-0-618-88943-3
ISBN-10: 0-618-88943-4
90000
9 780618 889433

www.EnglishPro.ir