

# **Instructor's Resource Manual**

*For*

**In Concert:**

**An Integrated Approach to  
Reading and Writing**

**Third Edition**

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Niagara County Community College

*Prepared by*

**Jeanne Michel Jones**



**Pearson**



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# Developmental Reading Student Supplements

## PRINT SUPPLEMENTS

### **The Oxford American Desk Dictionary and Thesaurus, 2/e (0-425-18068-9)**

From the Oxford University Press and Berkley Publishing Group comes this one-of-a-kind reference book that combines both of the essential language tools—dictionary and thesaurus—in a single, integrated A-to-Z volume. The 1,024 page book offers more than 150,000 entries, definitions, and synonyms so you can find the right word every time, as well as appendices of valuable quick-reference information including: signs and symbols, weights and measures, presidents of the U.S., U.S. states and capitals, and more.

### **The Oxford Essential Thesaurus, 1/e (0-536-35520-7)**

From Oxford University Press, renowned for quality educational and reference works, comes this concise, easy-to-use thesaurus - the essential tool for finding just the right word for every occasion. The 528 page book includes 175,000 synonyms in a simple A-to-Z format, more than 10,000 entries, extensive word choices, example sentences and phrases, and guidance on usage, punctuation, and more in exclusive "Writers Toolkit."

**Q: Could your students use a quick-reference review sheet containing the vocabulary skills?**

### **Vocabulary Skills Study Cards (0-321-31802-1)**

Colorful, affordable, and packed with useful information, Longman's Vocabulary Study Card is a concise, 8 page reference guide to developing key vocabulary skills, such as learning to recognize context clues, reading a dictionary entry, and recognizing key root words, suffixes, and prefixes. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

**Q: Could your students use a quick-reference review sheet containing the basic reading skills?**

### **Reading Skills Study Card (0-321-33833-2)**

Colorful, affordable, and packed with useful information, Longman's Reading Skills Study Card is a concise, 8 page reference guide to help students develop basic reading skills, such as concept skills, structural skills, language skills, and reasoning skills. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

**Q: Do you require your students to have a planner?**

### **Pearson Student Planner (0-205-66301-X)**

This useful supplement provides students with a space to plan and think about their work with a working area (including calendars, studying tips, and other valuable materials), and a daily planner for students including daily, weekly, and monthly calendars.

**Q: Do you require your students to have a journal?**

### **The Longman Reader's Journal, by Kathleen McWhorter (Student / 0-321-08843-3)**

The first journal for readers, The Longman Reader's Journal offers a place for students to record their reactions to and questions about any reading.

**Q: Would a student-friendly guide on study skills be beneficial to your course?**

### **10 Practices of Highly Effective Students (Student / 0-205-30769-8)**

This study skills supplement includes topics such as time management, test taking, reading critically, stress, and motivation.

## Textbook Chapters

### **The Pearson Textbook Reader, Third Edition (0205751180)**

Offers six complete chapters from our textbooks: business, allied health, mathematics, history, humanities and psychology. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities.

## Longman Literature for College Readers Series

### **Longman Literature for College Readers Series**

This collection was designed to maximize students' reading and writing abilities through a rich literature collection by a diverse array of authors. Each text guides developmental readers step-by-step through mastering works of fiction and nonfiction by surrounding the selections with rich pedagogy, including exercises, questions, and writing prompts.

### **Literature Anthologies** (edited by Yvonne Sisko)

*American 24-Karat Gold 3/e* (0-205-61765-4)

*Looking at Literature* (0-321-27670-1)

*Sterling Stories, 2/e* (0-321-36523-2)

*World of Stories, 2/e* (0-205-61766-2)

### **Longman Annotated Editions**

Appelbaum / Sisko (editors) *Dracula (Longman Annotated Novel)* (0-205-53308-6)

Coleman / Sisko (editors) *The Scarlet Letter (Longman Annotated Novel)* (0-205-53252-7)

Davis / Sisko (editors) *The Red Badge of Courage (Longman Annotated Novel)*

(0-205-53253-5) Doss / Sisko (editors) *Frankenstein (Longman Annotated Novel)*

(0-205-53309-4)

Sisko (editor), *The Secret Adversary (Longman Annotated Novel)* (0-205-53256-X)

## STATE SPECIFIC SUPPLEMENTS

### **For Florida Adopters:**

### **Thinking Through the Test: A Study Guide for the Florida College Basic Skills Exit Test**

**D.J. Henry / Mimi Markus**

This workbook helps students strengthen their reading and/or writing skills in preparation for the Florida College Basic Skills Exit Test. It features both diagnostic tests to help assess areas that may need improvement and exit tests to help test skill mastery. Detailed explanatory answers have been provided for almost all of the questions. Package item only—not available for sale. An excellent study tool for students preparing to take Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam. Package item only—not available for sale.

### **Available Versions:**

<b>Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (with Answer Key), 3/e</b>	<b>(0-321-38737-6)</b>
<b>Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (without Answer Key), 3/E</b>	<b>(0-321-38738-4)</b>
<b>Thinking Summary for the Florida State Exit Exam by D.J. Henry</b>	<b>(0-321-08478-0)</b>

### **The Florida Exit Test Study Guide for Reading (0-13-184899-2)**

Designed for students preparing for the Florida Exit Test, this study guide provides instruction and practice on the individual skills covered and also provides one complete sample test.

**Reading Skills Summary for the Florida State Exit Exam, by D. J. Henry (0-321-08478-0)**

An excellent study tool for students preparing to take Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam.

**For Texas Adopters**

**The Longman THEA Study Guide by Jeanette Harris (0-321-27240-0)**

Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of THEA Test.

Package item only--not available for sale.

**The Prentice Hall THEA Study Guide for Reading (0-13-183643-9)**

Designed specifically for students preparing for Texas Higher Education Assessment, this study guide provides instruction and practice on the individual skills and also provides one complete sample test.

**For New York/CUNY Adopters**

**Preparing for the CUNY-ACT Reading and Writing Exams edited by Eileen Ferretti and Ronna Levy (0-205-69936-0)**

This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT Reading and Writing Exams. It includes reading passages, sample writing prompts, typical exam questions, and test-taking information and strategies to help students.

## **Developmental Reading Instructor Resources**

**Printed Test Bank for Developmental Reading (0-321-08596-5)**

Offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, critical thinking, analytical reasoning, inference, point of view, visual aides, and textbook reading. (Electronic also available; see CDs)

**MyTest for Pearson Developmental Reading Test Bank (0-205-78209-4)**

Offers over 2,000 questions in all areas of reading including vocabulary, main idea, supporting details, critical thinking, point of view, analytical reasoning, inferences, as well as reading passage exercises. Through this instructor friendly program instructors are able to edit these questions and tests to suit their classroom needs and are also allowed more flexibility to manage assessments at any time.

**The Prentice Hall Reading Skills Test Bank (0-13-041249-X)**

This test bank contains 1,100 exercises, covering word analysis, context clues, stated main idea, implied main idea, tone and bias, details, major vs. minor details, style, study reading, reading rate, and visual aids. Questions are multiple-choice, matching, or true/false. Available in print only.

**STATE SUPPLEMENTS**

**CLAST Test Package, 4/e (0-321-01950-4)**

These two, 40-item objective tests evaluate students' readiness for the Florida CLAST exams. Strategies for teaching CLAST preparedness are included.

# Developmental Writing Student Supplements

***Q: Would your students benefit from additional exercises that offer both practice and application of basic writing skills, with direct links to additional online practice at MyWritingLab.com?***

**The Pearson Lab Manual for Developing Writers (Sentences 0-205-63409-5/ Paragraphs 0-205-69341-5/ Essays: 0-205-69340-7)**

This three-volume workbook is an ideal supplement for any developmental writing sequence. References direct students to Pearson's MyWritingLab, the marketing-leading online practice system, for even more practice.

- **Volume A: Sentences (0-205-63409-5)**

At this level, exercises and applications of grammar, punctuation and mechanics stress rules rather than simply skill and drill. There are many composing exercises that apply sentence skills explained in the students' primary textbook.

- **Volume B: Paragraphs (0-205-69341-5) & Volume C: Essays (0-205-69340-7)**

The exercises encourage students to apply key concepts covered in most writing classes—i.e. topic sentences, thesis statements, coherence, unity, levels of development. *Analysis* exercises give further illustration of concepts explained in class and in the primary textbook; *Building* exercises give students the “raw materials” to develop paragraphs and/or essays along the various modes. Revision prompts encourage students to look at specific key elements of their own writing and assess whether they have met the needs of their reading audience.

***Q: Would your students benefit from having real student essays and quality student models?***

**The Pearson Student Essays Booklet (0-205-60544-3)**

This brief booklet of student models includes two essays from each of the nine modes. It also includes an essay that showcases the writing process from beginning to end, crystallizing the importance of revision for all writers.

***Q: Are your students visual learners? Would they benefit from exercises and writing prompts surrounding various images from everyday life, art, career, education?***

**Pearson Visual Writing Guide for Developing Writers by Ileen L. Linden (0-205-61984-3)**

The Pearson Visual Writing Guide for Developing Writers is a thematic supplement designed to stimulate reading comprehension through an authentic perspective of visual imagery. Each assignment challenges the learner to think beyond the text to the image, expanding their worldview as they navigate through complex or unfamiliar issues. This approach teaches deconstruction, a problem-based strategy that reveals important social and cultural interrelationships across the curriculum. Instructors will find this a practical guide for assignments directed toward journaling, reflection, argumentative essay writing and more.

***Q: Do you require your students to have a portfolio? Would a daily/monthly/yearly planner help them to get organized?***

**The Pearson Student Planner (0-205-66301-X)**

This unique supplement provides students with a space to plan, think about, and present their work. In addition to the yearly planner, this portfolio includes an assessing/organizing area, daily planner for students including daily, weekly, and monthly calendars, and a useful links page.



***Q: Do you require your students to keep a writing journal, and would students benefit from prompts and exercises within the journal to help guide their writing? Would a planner included directly in this journal help keep them organized through the semester?***

**The Pearson Writer's Journal and Student Planner by Mimi Markus (0-205-64665-4)**

This supplement gives students a place to explore their own writing in the writer's journal section while also giving them space to stay organized in the student planner section. The journal portion of the supplement guides students' writing through prewriting strategies, suggested themes for their journal writing, and sample student entries. In the planner section, students can use the monthly, weekly, and daily calendars to effectively manage their time and their course assignments.

***Q: Would your students benefit from seeing how writing is relevant to a range of careers?***

**Applying English to Your Career by Deborah Davis (0-131-92115-0)**

This supplement includes a brief page of instruction on 25 key writing skills, followed by practice exercises in these skills that focus on seven specific career fields.

***Q: Would you like help in providing your students with more grammar and mechanics exercises?***

**Eighty Practices by Maxine Hairston Emerita (0-673-53422-7)**

A collection of ten-item exercises that provide additional practice for specific grammatical usage problems, such as comma splices, capitalization, and pronouns.

**The Pearson Grammar Workbook, 2/e by Jeanette Adkins (0-131-94771-0)**

This workbook is a comprehensive source of instruction for students who need additional grammar, punctuation, and mechanics assistance. Covering such topics as subject-verb agreement, conjunctions, modifiers, capital letters, and vocabulary, each chapter provides helpful explanations, examples, and exercises.

**The Pearson ESL Workbook, 2/e by Susan Miller and Karen Standridge (0-131-94759-1)**

This workbook is divided into seven major units, each of which provides thorough explanations and exercises in the most challenging grammar topics for non-native speakers of English. Topics include nouns, articles, verbs, modifiers, pronouns, prepositions, and sentence structure.

***Q: Do you have your students evaluate their peers' work? Would you like them to have an evaluation guide to help them review for their work and the work of their classmates?***

**What Every Student Should Know About Practicing Peer Review (0-321-44848-0)**

Michelle Trim

***Q: Do you have your students work in groups? Would you like them to have a guide to maximize the group work?***

**Learning Together: An Introduction to Collaborative Learning by Tori Haring-Smith (0-673-46848-8)**

This brief guide to the fundamentals of collaborative learning teaches students how to work effectively in groups.

***Q: Would you like help in providing your students with more editing exercises?***

**Print: Pearson Editing Exercises (Student / 0-205-66618-3, Instructor Answer Key / 0-205-66617-5)**

The Editing Exercises booklet contains fifty one-page editing paragraphs that provide students with opportunities to learn how to recognize and correct the most common types of sentence, grammar, and mechanical errors in context. Embedding the errors within the context of informative paragraphs rather than using discrete sentence exercises simulates a more natural writing situation, allowing students to

draw upon their intuitive knowledge of structure and syntax, as well as specific information from class instruction. The booklet makes an ideal supplement to any grammar, sentence, or writing text. Various editing topics can be assigned to coordinate with class lessons, or they may be assigned individually based on problems observed in students' writing. Students may also complete selected exercises as an enrichment activity, either on their own or in collaboration with other students. Additionally, the variety of topics in the paragraphs themselves can also be used as springboards for discussion or journaling, or as models for writing assignments if desired.

**Online: MyWritingLab APPLY exercises**

Get students reviewing and responding to students' paragraphs. Go to **[www.mywritinglab.com](http://www.mywritinglab.com)** for more information.

***Q: Would you like help in providing your students with more writing assignment topics?***

**100 Things to Write About Ron Koertge (0-673-98239-4)**

This brief book contains over 100 individual writing assignments, on a variety of topics and in a wide range of formats, from expressive to analytical writing.

***Q: Do you assign a research paper? Would students benefit from brief guides explaining specific aspects of research?***

**What Every Student Should Know About Researching Online (0-321-44531-7)**

David Munger / Shireen Campbell

**What Every Student Should Know About Citing Sources with APA Documentation (0-205-49923-6)**

Chalon E. Anderson / Amy T. Carrell / Jimmy L. Widdifield, Jr.

**What Every Student Should Know About Citing Sources with MLA Documentation (0-321-44737-9)**

Michael Greer

**What Every Student Should Know About Avoiding Plagiarism (0-321-44689-5)**

Linda Stern

***Q: Do you require a dictionary or stress the need of owning a dictionary?***

**The New American Webster Handy College Dictionary, 3/e (0-451-18166-2)**

A paperback reference text with more than 100,000 entries.

***Q: Do you require and/or suggest a thesaurus?***

**The Oxford Essential Thesaurus (0-425-16421-7)**

From Oxford University Press, renowned for quality educational and reference works, comes this concise, easy-to-use thesaurus - the essential tool for finding just the right word for every occasion. The 528-page book includes 175,000 synonyms in a simple A-to-Z format, more than 10,000 entries, extensive word choices, example sentences and phrases, and guidance on usage, punctuation, and more in exclusive "Writer's Toolkit."

***Q: Do you require a dictionary and/or thesaurus?***

**The Oxford American Desk Dictionary and Thesaurus, 2/e (0-425-18068-9)**

From the Oxford University Press and Berkley Publishing Group comes this one-of-a-kind reference book that combines both of the essential language tools—dictionary and thesaurus—in a single, integrated A-to-Z volume. The 1,024 page book offers more than 150,000 entries, definitions, and synonyms so you can find the right word every time, as well as appendices of valuable quick-reference information including: signs and symbols, weights and measures, presidents of the U.S., U.S. states and capitals, and more.

## **What Every Student Should Know About (WESSKA) Series**

The **What Every Student Should Know About...** series is a collection of guide books designed to help students with specific topics that are important in a number of different college courses. Instructors can package any one of these booklets with their Pearson textbook for no additional charge, or the booklets can be purchased separately.

***What Every Student Should Know About Preparing Effective Oral Presentations (0-205-50545-7)***

Martin R. Cox

***What Every Student Should Know About Researching Online (0-321-44531-7)***

David Munger / Shireen Campbell

***What Every Student Should Know About Citing Sources with APA Documentation***

**(0-205-49923-6)** Chalon E. Anderson / Amy T. Carrell / Jimmy L. Widdifield, Jr.

***What Every Student Should Know About Citing Sources with MLA Documentation (0-321-44737-9)***

Michael Greer

***What Every Student Should Know About Avoiding Plagiarism (0-321-44689-5)***

Linda Stern

***What Every Student Should Know About Practicing Peer Review (0-321-44848-0)***

Michelle Trim

## Multimedia Offerings

***Q: Do your students have trouble transferring skill and drill lessons into their own writing or seeing errors in others' writing? • Would you like constant awareness of your students' progress and work in an easy-to-use tracking system? • Would a mastery results reporter help you to plan your lectures according to your class's weaknesses? • Do you want to save time by having work automatically graded and feedback supplied?***

**MyWritingLab (www.mywritinglab.com)**

MyWritingLab is a complete online learning system with *better* practice exercises to make students better writers. The exercises in MyWritingLab are progressive, which means within each skill module students move from literal comprehension to critical application to demonstrating their skills in their own writing. The 9,000+ exercises in the system do rehearse grammar, but they also extend into the writing process, paragraph development, essay development, and research. A thorough diagnostic test outlines where student have not yet mastered the skill, and an easy-to-use tracking systems enables students and instructors to monitor all work in MyWritingLab.

## STATE SPECIFIC SUPPLEMENTS

### For Florida Adopters:

**Thinking Through the Test: A Study Guide for the Florida College Basic Skills Exit Test, by D.J. Henry and Mimi Markus**

FOR FLORIDA ADOPTIONS ONLY. This workbook helps students strengthen their reading skills in preparation for the Florida College Basic Skills Exit Test. It features both diagnostic tests to help assess areas that may need improvement and exit tests to help test skill mastery. Detailed explanatory answers have been provided for almost all of the questions. *Package item only—not available for sale.*

Available Versions:

Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Reading and Writing, without Answers 3/e	0-321-38740-6
Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Reading and Writing, with Answers, 3/e	0-321-38739-2
Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Writing, with Answers, 3/e	0-321-38741-4
Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Writing, without Answers, 3/e	0-321-38934-4

### **Preparing for the CLAST, 7/e (Instructor/Print 0-321-01950-4)**

These two, 40-item objective tests evaluate students' readiness for the Florida CLAST exams. Strategies for teaching CLAST preparedness are included.

### **For Texas Adopters**

#### **The Pearson THEA Study Guide, by Jeannette Harris (Student/ 0-321-27240-4)**

Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of THEA Test. *Package item only—not available for sale.*

### **For New York/CUNY Adopters**

#### **Preparing for the CUNY-ACT Reading and Writing Test, edited by Patricia Licklider (Student/ 0-321-19608-2)**

This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT exit test. It includes test-taking tips, reading passages, typical exam questions, and sample writing prompts to help students become familiar with each portion of the test.

## **Developmental Writing Instructor Resources**

Pearson is pleased to offer a variety of support materials to help make teaching developmental English easier on teachers and to help students excel in their coursework. Many of our student supplements are available free or at a greatly reduced price when packaged with a Pearson writing textbook. Contact your local Pearson sales representative for more information on pricing and how to create a package.

#### **On the Front Lines by Donna Bontatibus (0-205-81680-0)**

*On the Front Lines* is a practical, streamlined guide designed for the instructors—new, adjunct, temporary, and even seasoned—of developmental writing at the community college. Within eight concise chapters, instructors receive realistic, easy-to-apply advice that centers on the preparation and teaching of developmental writing in a nation with over 1,000 community colleges. Instructors will be walked through the process of preparing a syllabus; structuring the classroom experience; appealing to different learning styles; teaching with technology; constructing and evaluating assignments; and conferencing with students. This accessible guide also encourages instructors to look outside the classroom—to familiarize themselves with campus resources and policies that support the classroom experience--and to look ahead for their own professional development opportunities. Given the debates on developmental education and the importance of first-year experience initiatives to assist with student transition and retention, there is a monumental amount of weight placed on the shoulders of instructors of developmental writing. *On the Front Lines* respects the instructor's role in the developmental writing classroom and offers practical, straightforward guidance to see the instructor through the preparation of classes to the submission of final grades.

#### **The Pearson Developmental Writing PowerPoint (0-205-75219-5)**

To complement face-to-face and online courses, The Pearson Developmental Writing PowerPoint resource provides overviews on all the elements of writing an effective essay. This pedagogically sound PowerPoint guide will provide instructors and students with informative slides on writing patterns – classification, cause/effect, argument, etc. – and common grammatical errors, with questions and answers included.

**The Pearson Test Bank for Developmental Writing (Print Version) by Janice Okoomian with contributions by Mimi Markus—available via the Instructor Resource Center ONLY (0-321-08486-1)**

This test bank features more than 5,000 questions in all areas of writing. In addition to extensive grammar practice, the test bank covers paragraphs and essays, including such topics as the writing process and documentation. Instructors simply log on to the Instructor Resource Center (IRC) to download and print the tests of their choice.

**MyTest for The Pearson Test Bank for Developmental Writing (online only) (0-205-79834-9)**

This test bank features more than 5,000 questions in all areas of writing, from grammar to paragraphing through essay writing, research, and documentation. Through this instructor friendly program instructors are able to edit these questions and tests to suit their classroom needs and are also allowed more flexibility to manage assessments at any time.

**Diagnostic and Editing Tests with Exercises, 9/e (0-321-41524-8)**

This collection of diagnostic tests helps instructors assess students' competence in standard written English to determine placement or to gauge progress.

**The Pearson Guide to Community Service-Learning in the English Classroom and Beyond by Elizabeth Kessler Rodriguez (0-321-12749-8)**

Written by Elizabeth Rodriguez Kessler of the University of Houston, this monograph provides a definition and history of service-learning, as well as an overview of how service-learning can be integrated effectively into the college classroom.

# Instructor Resource Center

## GETTING REGISTERED

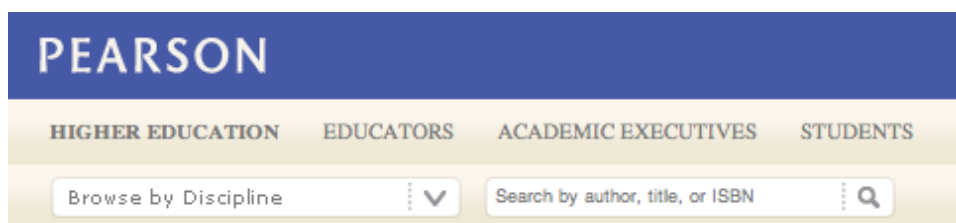
To register for the Instructor Resource Center (IRC), go to **www.pearsonhighered.com** and click **“Educators.”**

1. Click **“Catalog & Instructor Resources.”**
2. Request access to download digital supplements by clicking the **“New users, request Access”** link.

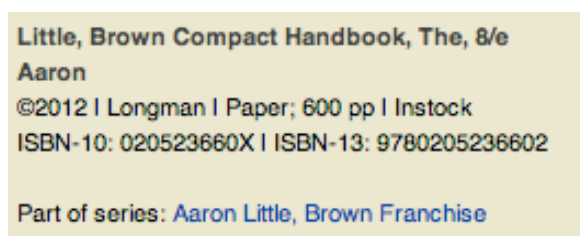
Follow the provided instructions. Once you have been verified as a valid Pearson instructor, an instructor code will be emailed to you. Please use this code to set up your Pearson login name and password. After you have set up your username and password, proceed to the directions below.

## DOWNLOADING RESOURCES

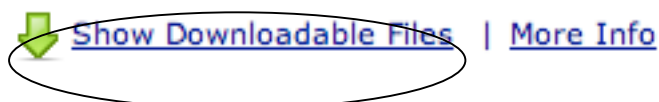
1. Go to <http://www.pearsonhighered.com/educator>, sign in using your Pearson login name and password. On the top menus, search for your book or product by either entering the author name, title, or ISBN. You can also search by discipline.



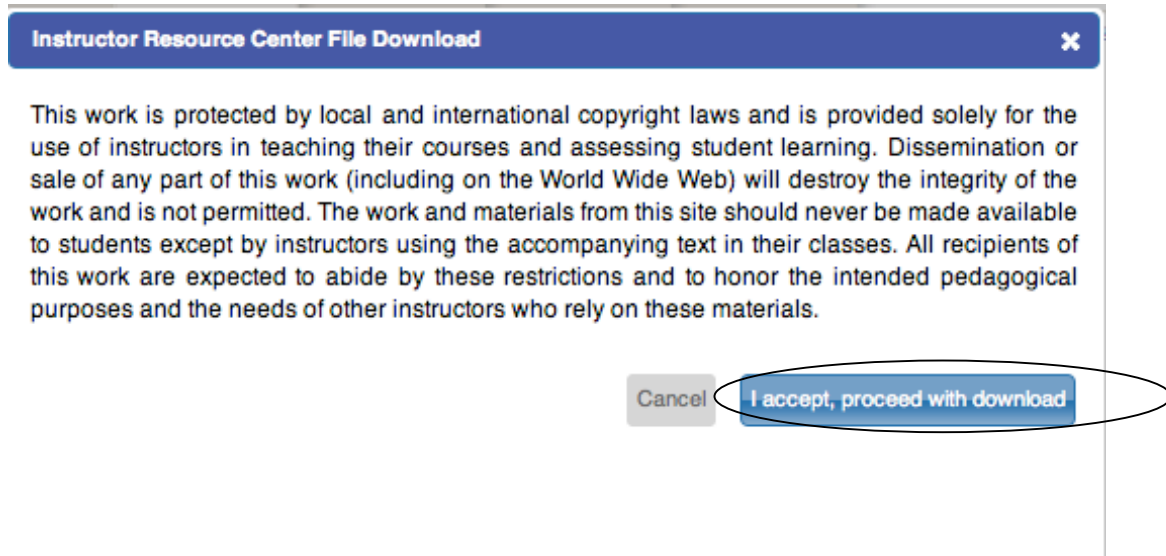
2. **Select your text** from the provided results.



3. After being directed to the catalog page for your text, click the **“Instructor Resources”** link located under the **“Resources”** tab.
4. Click on the **“Show Downloadable Files”** link next to the resource you want to download.



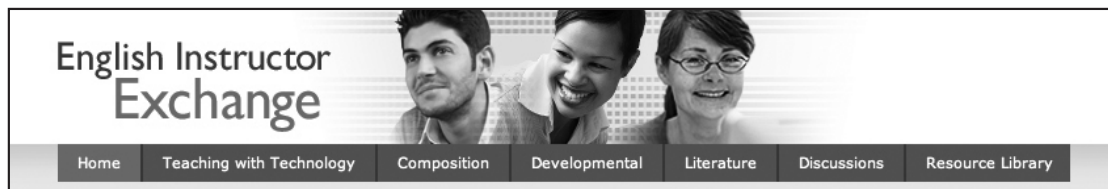
A pop-up box will appear showing which files you have selected to download. Once you select the files, a window will appear asking you to accept the provisions of the copyright. Read the terms and conditions and then click the **“I accept, proceed with download”** button to begin the download process.



5. Once you have clicked on the button “I accept, proceed with download,” the download will automatically begin.

6. **“Save”** the supplement file to a folder you can easily find again.

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Pearson has long been a partner to the English disciplinary community, shaping the way English has been taught and used for well over 200 years, pretty much ever since we published Samuel Johnson’s *Dictionary* in 1755 and Roget’s *Thesaurus* in 1851. Our most recent efforts to support the profession are focused on providing top-quality instructional support materials and ongoing support for faculty professional development.

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# PART I

## Guide for Instructors

### SECTION A: INTRODUCTION

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*“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”*  
—Albert Einstein

This text was written in response to the need for further integration of the reading and writing skills needed for success in college courses. This edition has been designed to use student and professional essays as the basis for instruction and practice in each chapter. Students are provided with examples and exercises throughout the chapter that help them connect to what they have just read and to what they are learning. They deconstruct the readings to understand how they are created, and then they apply what they have learned to their own writing. Consequently, their writing flows naturally from their reading. The text's unique features are described in the following sections.

#### **Pedagogical Rational for Integrating Reading and Writing**

This is an exciting time for developmental English classrooms. Many colleges are revolutionizing their developmental English programs, planning a new approach by blending reading and writing within the same courses. Studies have shown that when reading and writing skills are taught together, results are far-reaching. Students are having more success in future college classes and graduation rates are higher. States are paying attention to the results of these studies and many are leading the way in mandating this change. The primary reasons follow: **Reading teaches writing.** Research indicates that reading good writing is the best way to improve writing. When students read, they see how thoughts are developed into coherent sentences, paragraphs, and whole pieces of writing. **Writing improves reading.** Using writing to enhance our students' reading experiences is one of the most common write-to-learn exercises. We know that students often read texts passively. Write-to-learn exercises, however, insure that students work closely and carefully with texts, becoming active learners in the process.

This text demonstrates for both writing and reading instructors the ease and logic of teaching reading and writing together. This text will guide instructors step-by-step, with explicit instructions and activities for blending the two processes, all the while helping instructors create an energized and engaging classroom for students.

#### **Emphases**

Throughout the process of teaching reading and writing, *In Concert* strongly emphasizes the academic reading-writing connection, critical thinking, and visual literacy. This book gives an overview of the reading and writing processes and presents skills and strategies for reading and writing both paragraphs and essays. Most chapters provide instruction that complements both

reading and writing. Students learn how readers approach a skill, then move to how writers use the same skill. In each chapter, models of student and professional writing are presented, which provide opportunities for students to practice applying the strategies they are learning—examining the features and characteristics of the essays, demonstrating their comprehension of the content through completing related exercises, and writing in response to what they have read. The text also emphasizes critical thinking in both reading and writing. Students learn skills and strategies for thinking critically while reading, and they learn to write critical responses to what they read. Finally, *In Concert* emphasizes visual literacy in both print and electronic sources. This book features comprehensive instructional material on thinking critically about visuals. Students read and write about visuals, analyze how they contribute meaning to text, and learn how to select and integrate them into their own writing. Finally, this text also includes a thematic reader for instructors who prefer to teach writing in the context of reading and responding to professional articles and textbook selections. These readings include topics that are of high interest to college students and are based upon the themes of social injustice, crime in the twenty-first century, sports and society, and cultural diversity.

## SECTION B: OVERVIEW OF THE TEXT

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The acts of reading and writing are complementary. The reading and writing process actually involve the exact same stages. *In Concert* demonstrates the combination of reading and writing in such a way that reading strategies and the reading process are given special attention and viewed as an integral part of the writing process. Just as students create meaning from a text as they read, they also create meaning as they write. Just as students use reading as a way to learn about their world, they also use writing as a way to learn. Just as rereading is a natural part of the reading process, so are rewriting and revising a necessary part of the writing process.

This book teaches both reading and writing skills by demonstrating how they work together and complement one another. Part One provides a thorough overview of the reading and writing processes and demonstrates how they complement each other. **Chapter 1** focuses on active reading skills, showing students how to preview, form guide questions, handle difficult reading material, and build vocabulary. It also includes skills for reading textbook chapters, critical thinking skills, as well as a guide to visual literacy. **Chapter 2** walks students through the writing process and explains the similarities between reading and writing. It demonstrates how to generate and organize ideas, write a draft, revise, and proofread. Following this chapter are three Vocabulary Workshops that teach students how to expand their vocabulary.

Part Two focuses on reading, writing, and organizing paragraphs. **Chapters 3 and 4** center on topics and topic sentences, main ideas and implied main ideas, supporting details, and transitions. **Chapters 5 and 6** teach organizational patterns both in reading and in writing. **Chapter 7** offers strategies for revising paragraphs.

Part Three teaches reading and writing essays. **Chapters 8 and 9** present specific strategies for reading, planning, organizing, drafting, and revising paragraphs and essays. **Chapter 10** discusses reading and writing essays with multiple patterns. Students then learn how to document sources in their essays in **Chapter 11**.

Part Four focuses on critical thinking skills in the context of both reading and writing. **Chapters 12, 13, and 14** concentrate on critical thinking, reading, and writing—including making inferences, analyzing the author’s message, evaluating the author’s techniques, and reading and writing arguments.

Part Five is comprised of a **Thematic Reader** that provides opportunities for students to respond in writing to four different themes.

Finally, Part Six focuses on **Reviewing the Basics** for students who need to review basic principles and rules of grammar. Topics include a review of the parts of speech as well as sentence parts, and instruction on avoiding sentence errors, writing effective sentences, using punctuation correctly, and managing mechanics and spelling.

## SECTION C: WHAT YOU NEED TO KNOW ABOUT TEACHING READING

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Reading is an integration of learned behaviors, skills, attitudes, and personal resources that results in the understanding, interpretation, and evaluation of printed materials, as well as the application of their content. As such, it is a complex task influenced simultaneously by numerous factors. By the time they enter college, most students have acquired a foundation of reading skills; they have acquired basic word-recognition skills, phonetic and structural analysis skills, and a functioning level of comprehension skills that allow them to understand and recall textual material. However, most college students have not developed the spectrum of skills and abilities that they need in order to handle the level of sophisticated reading characteristic of college textbooks. They read relatively slowly and have difficulty comprehending and recalling difficult material. They frequently lose concentration and have to reread. Most students have one general approach to reading and lack strategies to apply to the various college disciplines. This text guides the instructor in focusing on the development of reading skills necessary for success in content-area courses. Specifically, you will want to focus upon the following:

**Student Success:** The first two chapters of the book begin with an introduction to the reading and writing processes. Students are shown how the two processes are related and how they connect and intertwine throughout typical college assignments. These two chapters spotlight the skills students need to be successful not only in their English classes but also in all their college courses. Topics such as the SQ3R reading system, highlighting, and annotating textbooks, mapping and outlining, understanding and using visuals, paraphrasing and summarizing, and critical thinking skills are introduced. In addition, students learn the steps involved in the writing process, techniques to generate, develop, and organize ideas, and how to revise and rewrite their drafts. Development of these skills is then stressed throughout the other chapters.

**Active Learning:** Learning is naturally an active process. Active learning involves putting students in situations that compel them to read, speak, listen, reflect, and write. Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves and ideally lends itself to a more diverse range of learning. Chapter 1 focuses on methods to enable students to become active readers and learners. Students then have a wealth of opportunity to practice these skills throughout the text.

**Reading Instruction:** You will teach reading skills by applying the strategies students need to handle their academic coursework. Each chapter opens with a “Think About It!” exercise in which students learn what the skill involves for both readers and writers. Students then read and analyze an essay and develop specific but complementary reading and writing skills. Part I provides an introduction to both reading and writing skills. Chapter 1 focuses on active reading skills, showing students strategies for pre-reading, during reading, and after reading. These include how to preview, form guide questions, handle difficult reading material, and build vocabulary. This chapter also provides an introduction to critical thinking and reading. Because college success hinges upon students’ abilities to read college textbooks and write about what they read through summarizing, paraphrasing, and essay-exam writing, students need to learn how to read college textbooks effectively and develop these necessary writing strategies. Part Two guides students in reading, writing, organizing and revising paragraphs. Part Three focuses on reading and writing essays, discussing how to read, plan, draft, and organize essays. Part Four discusses critical thinking, reading, and writing skills, and Part Five presents a thematic reader of essays focused around four different themes. Instructors who enjoy a theme-based approach can use these essays to practice and develop the necessary reading and writing skills covered in the earlier chapters.

**Vocabulary:** A basic knowledge of word meanings is at the root of understanding academic writing. Unless a student has a working knowledge and control of a vocabulary, he or she will not be able to comprehend the sophisticated level of writing that is typical of the academic disciplines. Comprehension diminishes as confusion over word meanings arises; rate fluctuates as the reader encounters unknown words. Because a strong vocabulary is important to both readers and writers, vocabulary-building skills are emphasized throughout the book. Chapter 1 presents an introduction to vocabulary and offers general strategies for figuring out unfamiliar words. Three Vocabulary Workshops immediately follow Chapter 2, providing instruction and practice on expanding vocabulary, using context clues, and using word parts. The exercises following each professional reading include a “Strengthening Your Vocabulary” section that focuses on learning words used in the reading.

**Critical Reading and Thinking Skills:** To handle college level work and to be well-prepared for freshman composition classes, students need to be able to read and think critically about what they read as well as respond in writing to what they have read. Part Four, Chapters 12–14, addresses specific critical thinking skills for both reading and writing and focuses on reading and writing arguments. The apparatus for each professional reading contains a section titled “Thinking and Writing Critically.” Many chapters contain a section headed “Thinking Critically About . . .” that links chapter skills with related critical thinking skills. Both reading and writing are approached as thinking processes—processes in which students read, write, and assess their performance of the task. They are encouraged to be aware of, control, assess, and adjust how they are reading and writing. Chapter 1 presents skills for reading textbook chapters and describes the SQ3R system. Students learn recall strategies and use writing to highlight, annotate, map, outline, paraphrase, and summarize ideas they read.