

Preface

Reading and Writing for Academic Success is an integrated reading and writing textbook designed to present high-level content-based instruction in academic English for English language learners. However, the book may also be used for other learners of academic reading/writing at the college level. The book prepares learners to communicate in “a world populated by readers with highly-developed schemata and [who are] fully cognizant of the ground rules of the genres with which they are professionally engaged” (Swales, 1986, pp. 8–9, as cited in Horowitz, 1986). The tasks in this text are designed with an awareness of sociocultural perspective and the recognition that students are preparing to participate in a particular literacy group, the academic community. The material is appropriate for classes that stress critiquing and integrating authentic text to reflect, react, write, and revise. This textbook supports the thesis that learning to communicate in academic English requires

- focusing students on reading and writing interrelated for academic purposes;
- using recursion, that is, reinforcing skills rather than just moving from one to the next;
- identifying quality supporting information and credibility of evidence in both reading and writing;
- developing critical-thinking skills;
- maintaining a relevant coherent theme to develop interest and expertise.

An Overview of the Book

In *Reading and Writing for Academic Success*, a content theme is maintained throughout the chapters. This theme is introduced in the first chapter via a summary of interviews with great thinkers on issues of concern for the 21st century. The summary raises six critical issues and provides insight from world leaders and members of the academic community, which students are working to join. Three main topics are derived from this introduction to provide the readings and tasks in chapters 2–5 and 7: education, population, and developing countries. Each topic is developed

through multiple readings, allowing students to develop a solid understanding of the issues and different perspectives. Through reading and discussion of these topics, students build knowledge and generate ideas and opinions to apply to their writing. This kind of reading and writing interaction is a crucial part of becoming an academic writer. In the research paper to be written as students work through chapters 6–8, students can explore any issue of the 21st century that interests them or is relevant to their major field of study, while applying what they have learned about reading and writing in the academic community.

Featured Components

- *Preparation.* These sections appear at the beginning of each chapter and, in most cases, introduce students to ideas that they will encounter in the readings. The purpose is to generate students' original ideas and opinions on issues before they read the ideas and opinions of the authors. The preparation sections in chapters 6 and 8 give students skills for the tasks to be completed in those chapters.
- *Touring the text.* The previewing and prereading skills practiced in these sections are useful in studying and will become important for students as they select research materials and prepare for essay exams or class discussion.
- *Annotation.* The reading strategy of annotation, practiced in these sections, serves as a study skill and a bridge to summary writing. Furthermore, annotation gives the student control of the text by allowing for critical thinking and synthesis of other materials during the reading process.
- *Reading.* The readings chosen for this book have been piloted and found to interest students and generate complex discussion. Although the focus of students' writing is academic, the readings are varied in style, beginning with newspapers and magazines and moving toward longer articles from academic magazines and journals. The readings provide examples of different types of sources that students may encounter in their academic work and from which teachers may draw other materials.
- *Comprehension questions.* The comprehension questions serve two purposes: they allow the students to check their own understanding after reading, and they help the instructor ensure that all students understand the content of a reading before they proceed with the tasks that follow it.

- *Considering the issues.* The questions and activities in these sections push the student to go beyond the readings and into the issues. The purpose is to promote critical thinking and work toward finding an “issue” for the student’s final research project.
- *Paraphrasing/summary writing.* The tasks in these sections directly present skills required in academic writing. Through summary writing, students practice extracting the main idea from a text, synthesizing multiple texts, and eventually integrating their own opinions.
- *Vocabulary.* These sections focus on developing vocabulary and strategies for reading. Students learn to identify what word choice and style is appropriate in their academic community and how to understand/learn new words and idioms.
- *Writing for the reader.* These sections present critical aspects of academic writing, such as organization, coherence, cohesion, and clarity. Students will regularly apply the practice from these sections to peer review and to their performance on the writing assignments.
- *Writing assignment.* The writing assignments in this book provide students with practice and opportunities to write about 21st-century issues. Students are either directly or indirectly asked to use readings and activities to develop essays and research papers.
- *In this chapter, you have learned/In this chapter, you have reviewed.* At the end of each chapter, students are reminded of what they have learned and what they have reviewed. The purpose is to encourage a metacognitive awareness of the learning process.
- *Journaling.* Throughout every chapter, students are asked to journal on the topics and issues being introduced to them. By journaling to promote their fluency of thought, students will become better writers and more articulate members of their academic community.
- *Memo writing.* Memos (or emails, their electronic equivalent) are used as a forum for written communication between students and their instructor in most chapters. Memos comprise a personal yet professional medium that students can expect to use in their future.
- *Activities using discussion.* In this book, students are often asked to discuss topics in groups or to work together on some common goal. As the academic world becomes more and more collaborative and global, such interactive skills become essential to succeed. These tasks also accommodate students who may prefer interpersonal learning styles.
- *Thinking right now.* Often, a lightbulb appears in the text, followed by a task for students to undertake. These tasks provide opportunities for inductive learning.

- *Timed Reading.* In the first chapter, students are asked at several points to note the length of time needed to read a passage. These tasks lay the foundation for the importance of fluent reading in academic work.
- *Research project.* In addition to completing assignments in expository and critical writing, students using this book will undertake a research project. In academic studies, having research skills and the ability to present such skills in writing is essential. There are many facets to research, including finding and selecting sources, reading and taking notes on material, organizing and synthesizing notes, and developing and answering a research question. In this book, students are introduced to all of these tasks as they work through a research project on their own question/focus on an issue in the 21st century.