

TO THE INSTRUCTOR

This section provides suggestions for the use of the split editions of *Reading Processes and Structures*. Of course, instructors should personalize any text used in class, choosing topics and exercises that are of interest to them and that are consistent with the goals and objectives of the individual course. Since there are several reading passages in each unit, and more than 35 in the books combined, instructors may use the following notes to help them decide which ones to use.

Considerations on the Choice of Texts

One of the overriding principles on which the selection of texts was based was the goal of exposing students to American-based culture. In this regard, the authors of the texts and the subject matter are primarily American. In studying American English, students also learn American culture. In fact, attaining a cultural literacy is a fundamental scope of language acquisition. This knowledge is needed to comprehend current situations in the news; on television; at the movies; and in books, journals, and newspapers. When social commentators declare, “Iraq is no Vietnam,” students must understand U.S. involvement in Vietnam during the 1960s and 1970s. Since another goal of the text is to prepare students for the reading content in mainstream college courses, exposure to the geography, history, government, and business practices in the United States is a key to their success in these classes, where they will sit next to American students with broad cultural literacy.

Many genres are represented in the text’s reading passages: journal and newspaper articles, textbook selections, encyclopedia pieces, and speeches, as well as short stories, poems, and fables. The breadth of exposure to fiction and non-fiction is important because advanced American language students will move on to many different majors. They will need to know what techniques are necessary to understand complex texts and to develop specific vocabulary for their courses. Since Composition I and II (or 101 and 102—the first-year college English sequence) usually concentrate on issues in the first segment and literature in the second, the focus on literary terms and analyzing fiction is a backbone for student success.

The Structure of the Books

Each book is divided into two parts: **The Basics** and **Reading Units**. Part One, The Basics, includes fundamental definitions and concepts, plus a general overview of the parts of speech, which students should reference throughout the course. The reading skills—pre-reading, skimming, scanning, inferences, and implications—are presented, and literary terms, which will form the basis of analysis and discussion for the fiction pieces in each unit, are introduced. Students will learn several vocabulary acquisition techniques and be introduced to the Reader’s Journal to be kept during the course. Finally, there is a segment on goals, objectives, and plans, as students are challenged to plan and map their progress in the semester ahead.

The **Reading Units**, Part Two, are based on themes: *Family Matters*, *Growing Up*, *Politics*, *Aspects of Culture*, *Business*, and *A Sense of Place*. There are six readings in each unit, for a total of 36 passages. Obviously, even with at-home reading and without discussion, it is unlikely that students will read all the passages. Suggestions for approaches and an overview of subject matter are provided to assist you in choosing readings suitable and propitious for the goals and objectives of your course. More information about the reading units is on pages xv–xviii.

Testing Academic Reading Processes offers cloze exercises, sentence completion, vocabulary in context, mystery passages, vocabulary development, vocabulary clusters, and ten reading comprehension quiz passages. These comprehension passages are also stand-alone readings and may be discussed in depth. Because of their length, they are also excellent practice for the new TOEFL® (iBT) and other similar tests (these passages are equal to and exceed the length of readings on the TOEFL® and tests like the SAT®). They introduce interesting elements of American culture: coffee drinking, the canned food revolution of the 1950s, urban department stores and suburban malls, performance-enhancement drugs and sports, and pet therapy, among others. The same may be said of the cloze passages, which feature the topics of leftovers, places to retire in America, the front porch and the backyard, the movies, and being stuck in traffic. The cloze passages serve the dual purpose of practicing grammar and vocabulary while at the same time broadening knowledge of American culture.

The online answer key supplies responses to the exercises on vocabulary development, reading comprehension, inference and implication drills, discussion questions, word searches, and crossword puzzles for both Books 1 and 2.

VOCABULARY DEVELOPMENT

As students progress to more advanced levels of English, vocabulary presents an increasing challenge to their writing and reading. An increasing number of language concepts they encounter are abstract, and students are often required to read and write on a wide variety of topics. Students' vocabulary needs are also expanding exponentially: Either simultaneous to this course or immediately following it, students will take regular college courses in which they will have to develop a vocabulary specific to the subject area. So it might be said that this is the last course where they can acquire the fundamental general and academic vocabulary that will serve in all their classes.

This book approaches vocabulary development in several different ways: proficiency in the identification of parts of speech, using the dictionary skillfully, telling the difference between *denotation* and *connotation* and *literal* and *figurative* meaning, using context clues to help identify the connotation and meaning of words, and establishing word clusters to improve comprehension. The text offers a wide variety of exercises, including word searches, crossword puzzles, matching synonyms and antonyms, and contextual fill-ins.

Vocabulary building requires *active* interest and effort on the part of the student. Some instructors recommend that students keep a vocabulary journal or list in a separate notebook or in a separate section of a larger notebook. Students should certainly be encouraged to write down new words and to establish glossaries for certain themes and topics. They should always be directed to read with a pencil or highlighter (a pencil is preferable on the first reading because readers do not always recognize what is essential on the first go-through; the highlighter should be reserved for subsequent readings of the same passage). At any rate, the development of strong vocabulary acquisition skills is important in order to be a successful student.

PRE-READING EXERCISES

Each chapter begins with pre-reading exercises. These are usually based on questions to which students respond in writing. This prepares them for classroom discussion on the issues raised. The pre-reading work is meant to clarify the broad concepts to be introduced in the chapter. For example, in Family Matters (Chapter 1, Book 1) students are asked to define concepts such as *nuclear* and *extended* families. In Business (Chapter 2, Book 2), they define characteristics of good and bad jobs, and in Growing Up (Chapter 2, Book 1) they look back on their milestones, their fondest memories, and the stories that they loved the best. The goal of the pre-reading section is to ensure that students make a *personal connection* with the subject matter of the chapter.

GRAMMAR IN A READING CONTEXT

Students should be made aware of grammar in the reading process. Some instructors use reading passages as occasions to reinforce grammar. It works well, for example, to ask students to find the adjective clauses and phrases in a newspaper article (“Can McDonald’s Cook Again” in Chapter 2 in Book 2) or to trace direct and indirect speech and noun clauses in interview features (“Participatory Armchair Rivering” in Chapter 3 in Book 2, for example).

The focus of reading, of course, is not solely grammatical. It is the **awareness** of grammar points on the part of the students that is the goal. Students should closely analyze the passages for grammatical modeling. As instructor, you might point out what the writers have done well in terms of grammar. It is specifically the concept of **grammar in action** that gives reading class such potential for analysis—for vocabulary development, grammar points, reading techniques, and also (some would say primarily) for discussion.

DESCRIPTION OF THE ILLUSTRATION: DEVELOPING VISUAL LITERACY

Each chapter has at least two major illustrations, and students should analyze them in the same way that they approach the texts. The goal of this activity is for students to develop **visual literacy**, which will help them to succeed in classes like art history, political science, and sociology. Many of the illustrations are issue-based, and students will learn to discern bias as they seek to understand the symbols used. The illustrations approach themes such as globalization, music censorship, birth-order theory, and space exploration. Others are interpretations of fiction, as in the illustrations for “Little Red Riding Hood,” “Lamb to the Slaughter,” and “When Uncle Artie Saved Christmas.” Exercises in symbolism are appropriate whenever the illustration is discussed. An excellent product of the analysis is a 12-sentence description/interpretation paragraph.

READING AS A SPRINGBOARD FOR CLASSROOM DISCUSSION

Students taking a reading class necessarily seek to enhance their skills in making inferences, understanding implications, discerning context clues, and comprehending complex texts. It is also true that in many reading classes, and in most college courses, one of the principal purposes of assigning a reading to students is to foster a lively and comprehensive classroom discussion.

Reading class should be loud yet controlled, boisterous yet respectful. As opposed to the esoteric interest typically fostered in grammar class and the

creative but ultimately individual nature of the writing class, reading class is often a communal experience. This is because comprehension of a passage—especially an issue-based one—should be followed by reaction and discussion. Discussion doesn't just happen; it is the result of creating a classroom atmosphere conducive to the expression of different opinions. Students should be spontaneous in their thoughts and free to express themselves, but they must also respect the right of others to dissent from their views. The amount of time dedicated to classroom discussion and the nature of the discourse itself vary widely from class to class. It is advisable to have students finish the reading before they come to class, and also to write down some of their thoughts before the discussion begins. This is particularly valuable for the more reticent students (or those still uncomfortable with their language skills), who often must be gently urged to participate.

Reader Response Theory of Stanley Fish focuses on what happens in readers' minds as they read. In the stories "When Uncle Artie Saved Christmas" and "Grandma's Shoes" (both in Book 1) and "Perfume" (Book 2), for example, students should be able to associate with the concept of a tight-knit and characteristic neighborhood. They should, as they read, make connections with their own experiences. This is also true with the two "coming-of-age" pieces, "Eleven" and "My First Concert" (Book 1). Readers should place themselves squarely in the stories.

The readings and themes progress in terms of fostering classroom discussion. The first two reading units in Book 1, Family Matters and Growing Up, are, for the most part, personal and non-controversial. Students do not have to make decisive choices when they discuss their place in the birth-order of their family ("Personality and Birth-Order Theory") or describe the typical funeral customs of their culture ("Grandma's Shoes"). Nor do they risk much when they talk about the time when they first felt grown up ("My First Concert") or belittled ("Eleven"), or when they tell about the most colorful member of their family ("Uncle Artie"). At the end of Book 1, the theme is Politics, which is broader and less personal.

In Book 2, the themes of Aspects of Culture, Business, and A Sense of Place are also broader and less personal. Now students should express their views on issues: censorship ("Music Censorship" in Book 2); race relations ("Africa" in Book 1) and "Everyday Use" in Book 2); war ("How to Tell a True War Story" in Book 1); parental involvement in youth athletics ("Referee of the Year Award" in Book 2); globalization ("Can McDonald's Cook Again?" in Book 2 and "Globalization and Traditional Architecture" in Book 2); space exploration ("Inertia and Indecision at NASA" in Book 2); urban, suburban, and rural America ("The Neighborhood Thief," "Nebraska," "Pershing Field," all in Book 2), and the role of individual citizens in the democratic process ("On the Duty of Civil Disobedience," Book 1).

Part 1: The Basics

The first part provides the foundation for the book, introducing the terms and concepts that the students will need throughout the course.

PARTS OF SPEECH

The section on parts of speech is meant to provide a detailed introduction (or review) that students will use in all their reading and writing work. Since it is difficult to understand passages without a comprehension of the majority of the words, when students learn new words they should be aware of their part of speech and function. While the identification of parts of speech is both a reading and writing skill, the knowledge of which particular part of speech fits in a specific position in a sentence is essential in comprehending sentence development. Thus, it is advisable to focus on the part-of-speech exercises and to continue to ask students about the part of speech of new words throughout the course. This work should be reinforced with an exercise every other week.

THE READER'S JOURNAL

The Reader's Journal introduces or reviews the concept of outside reading. Students have little choice of reading from the text, and, in general, are assigned passages for homework in this and every other college class. For this reason, they should be encouraged to keep a journal of their reading, writing an entry at least every week or every other week. For the Reader's Journal, students choose their own articles that interest them. This might afford a good opportunity for them to read in their major in an attempt to develop competence and familiarity with the material in English (they might already have knowledge in another language). Or, they can read the front page of the newspaper or the lead article in a weekly news magazine for current issues.

With the Reader's Journal, they will use a two-entry format. In the left-hand column, they write a summary of what they have read, including key points and specific quotes. In the second column, they present their reactions to the reading and their opinions on the topic. Finally, they should find five new vocabulary words and indicate part of speech, connotation, prefixes and suffixes, a definition, and a sentence using the word. They should turn in the journal entries (with the clipped article) either every week or once per month. It is recommended that you evaluate them in the same way you evaluate writing journal entries, for completeness and evidence that they have taken the assignment seriously.

OUTSIDE READINGS: LONGER TEXTS

It is also advisable to assign students to read novels at home during the course. You might give them a month or more to complete the book and compose brief comprehension questions on individual chapters to be submitted as they go along. This work will culminate with a classroom discussion of the book and a test. Some of the novels that have been successful in my course are:

O' Pioneers (Willa Cather)

The Old Man and the Sea (Ernest Hemingway)

Sweet Thursday (John Steinbeck)

The Firm (John Grisham)

Having Our Say (The Delaney Sisters)

Saint Maybe (Anne Tyler)

Tales of Terror and Detection (Edgar Allan Poe)

The Color of Water (James McBride)

Waiting to Exhale (Terrence McMillan)

Breakfast at Tiffany's (Truman Capote)

The Great Gatsby (F. Scott Fitzgerald)

The Joy Luck Club (Amy Tan)

Part 2: The Reading Units

CHAPTER 1: ASPECTS OF CULTURE

Those who lament the lack of cultural preparedness on the part of the young generation (people have been complaining about this for a thousand years—it is a form of narcissism in believing that we are better than the next generation), are not paying attention to their high level of knowledge in three areas: film, music, and sports. To test this theory, throw out the name of a director or an actress, and you will probably hear students recite all the films they directed or starred in, including lesser roles and joint projects. Whether this knowledge is truly historical is subject to debate: it might be that the first *Star Wars* might be considered a film “from the early years.” For this reason, the first passage, “America at the Movies,” was included to build on students’ passion for film in an attempt to

broaden references through a decade-analysis of movie history. In the same way, “The History Of Rap, Vol. I” introduces a contemporary form of music in a serious way. And there are compelling reasons to take rap and hip-hop seriously. It might be that it is in the lyrics to these songs that poetry lives on with the greatest vigor. Rap exists in all cultures, and the rapid wit and linguistic dexterity needed for “rhyming” are simply awesome. This is a good occasion for students to make oral presentations in which they play a bit of their favorite song, distribute some of the lyrics, and lead their own discussion on language and on symbols.

The “Referee of the Year Award Acceptance Speech” is both humorous and poignant: It focuses in one way on how parents become involved or interfere with youth sports, placing too much emphasis on winning and losing and taking away the pure joy of the game. Most of our students relate best to soccer, and it is in fact the fastest-rising *participation* sport in America (not so much as a spectator sport). A good way to approach this piece is to focus on the *tone*. Make sure students understand that the presenter is not dead-serious even in his criticism. After all, parental involvement may certainly be seen as a good thing. Students should also be asked to write about their own memories of sports when they were younger.

The issue of censorship, discussed in “Music Censorship” is an interesting one in a democratic country; since students probably relate more closely to music (and film) than to literature and politics, it is an interesting way of approaching the debate. Point out that many debates on censorship are based on the first amendment to the Constitution (consider writing it on the board) and also to economic issues. In fact, the debate over the censorship of lyrics on the part of Wal-Mart and other chains ultimately comes down to money: Do (and should) artists wish to expand their profits by offering “cleaned-up” versions of their songs? Consider extending your discussion of censorship to include movies and television, perhaps asking students to explain the level and the direction of censorship in other cultures.

“Latin Women Pray” introduces two themes—religion and ethnicity. Students might be asked to conduct research on statistics on religion in America, finding out percentages for the various religions. Religion, though, especially someone else’s religion, is often a matter of *perception*. Ask the students if they think Americans are very religious, somewhat religious, or not religious at all. Ask them the same question about themselves, their family, and people from their culture. The other aspect of “Latin Women Pray” is the immigrant experience, where people from other cultures are expected to “melt into” American culture. Praying is a way of holding on to one’s own culture while also participating in the new one. Focus on the ending of the poem, with the deliciously ironic twist.

Alice Walker’s short story “Everyday Use” builds on the Birth Order Theory concept of first-born and second-born. Students can make compar-

ison charts to differentiate between the sisters. Also point out that in comparisons, they do not have to make qualitative judgments. They should be able to see things from both points of view. The sister who seeks always to move up and up is contrasted with her stay-at-home sibling. However, one is not necessarily better than the other. They simply have different aspirations.

CHAPTER 2: BUSINESS

There are fewer aspects more symbolic of American business than fast-food chains, which have seen much of their growth in overseas markets in recent years after having saturated the U.S. market. Sustaining the phenomenal growth is a challenge, though, and McDonald's® has witnessed the first losses in its history. Ask students about their experiences with McDonald's®, both in America and in other countries. What was the initial reaction to the opening of McDonald's® abroad? Is that feeling still pervasive? One of the important questions having to do with *globalization* is, “Is what is lost or given up compensated for by what is gained?”

The second article—“Will Forces of Globalization Overwhelm Traditional Local Architecture?”—calls this concept into question. Young people in the 1990s and 2000s have turned to video games in the same way that baby boomers turned to television. While television watching is quite passive, video game playing is active. However, many video games have a violent nature. Does this affect the children who play it, or are they immune to it in the way they seem to be to violent fairy tales (“Snow White,” “Little Red Riding Hood”) or violent television programs? For this passage, concentrate on the concept of bias and specific examples. Ask students to list the “authorities” used in the article and tell their particular bias. Show them how an ostensibly neutral article can actually lean quite heavily in one direction or another based on the examples introduced.

The fiction pieces in this chapter, “The Neighborhood Thief,” “The Toymaker,” and “Perfume,” approach the theme of business from several different perspectives. “The Toymaker” and “The Neighborhood Thief” might be viewed as anti-capitalistic pieces, while “Perfume” pokes fun at consumers, who will follow trends just to seem on the cutting edge.

CHAPTER 3: A SENSE OF PLACE

Readers of Italo Calvino's *Invisible Cities* are introduced to the unenviable fate of Marco Polo, whose task it was to describe exotic and mundane places to Kublai Khan, who would never visit them. The language of geography is both imprecise and poetic. Begin the chapter by having students write a piece describing their native town. Then have them write about a place that they have visited in the United States. Try making it in the form

of a “mystery paragraph,” where they do not name the place until the last sentence. Several of them should read their work aloud, and students will guess what place they are talking about. All this is to indicate how really difficult it is to capture a *sense of place*.

The reading “Geography of the United States” is a companion to the U.S. Government piece and again introduces essential facts for cultural literacy. It’s a good idea to pay a great deal of attention to this unit and assign research work on the Internet or in atlases or encyclopedias to find other geographical facts. I usually conclude this section with an in-class geography bee in which students work in teams of four. They are asked to make one-minute lists—i.e., all the rivers they can name, all the mountain ranges, the names of southern states, the Great Lakes, etc. One person in the group serves as scribe. At the end of one minute, each group counts its entries. The group with the highest number wins a point. This is great fun, a little competitive, and it reinforces what they have learned.

It is difficult to present a country as diverse as the United States in one chapter, but students should try to get a sense of the various parts of the country. “Big Muddy” is a celebration of the Mississippi River and the states that have been influenced by it. “Participatory Armchair Rivering” does the same for the East, while “Nebraska” focuses on the Midwest. “General John J. Pershing Field” focuses on a typical urban ballfield and could be situated in any area of the country.

The issue-based piece in this chapter—“Inertia and Indecision at NSAS”—is about space exploration, an out-of-this-world concept. Students should be directed to conduct research on the issue, either from the library database or online. They should take notes and report to the class. You might give a specific assignment in terms of space exploration, either the position of the U.S. government, which changes occasionally, or progress made by the Chinese, who have sent their first tikonaut to space, or by the Russians. Point out that governmental decisions, even those essentially idealistic in nature, are always accompanied by budget considerations. Students should find the cost of sending a spaceship on exploration maneuvers and decide whether the costs justify the yield in information and national pride.