

Reading any text—short story, poem, magazine article, newspaper, Web page—requires the use of special strategies. For example, you might plot events in a short story on a diagram, while you may use text features to spot main ideas in a magazine article. You also need to identify patterns of organization in the text. Using such strategies can help you read different texts with ease and also help you understand what you're reading.



Included in this handbook:
TEKS 3, 4, 5, 6, 8, 9C, 10A, 10B, 11A,
11B, 12B, RC-12(A)

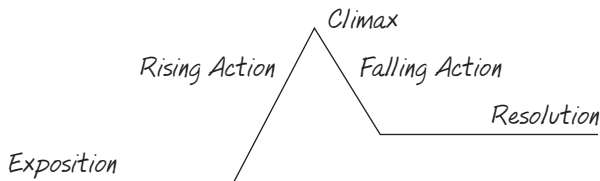
1 Reading Literary Texts

Literary texts include short stories, novels, poems, and dramas. Literary texts can also be biographies, autobiographies, and essays. To appreciate and analyze literary texts, you will need to understand the characteristics of each type of text.

1.1 READING A SHORT STORY

Strategies for Reading

- Read the title. As you read the story, you may notice that the title has a special meaning.
- Keep track of events as they happen. Plot the events on a diagram like this one.

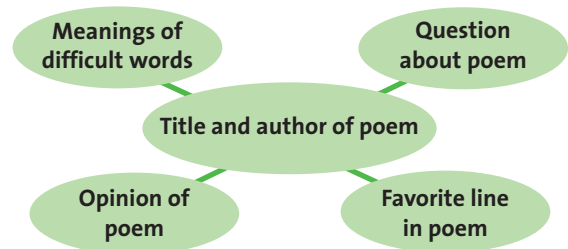


- From the details the writer provides, **visualize** the characters. **Predict** what they might do next.
- Look for specific adjectives that help you visualize the **setting**—the time and place in which events occur.
- Note **cause-and-effect relationships** and how these affect the **conflict**.

1.2 READING A POEM

Strategies for Reading

- Notice the **form** of the poem, or the arrangement of its lines and stanzas on the page.
- Read the poem aloud a few times. Listen for and note the **rhymes** and **rhythms**.
- **Visualize** the images and comparisons.
- **Connect** with the poem by asking yourself what message the poet is trying to send.
- Create a word web or another **graphic organizer** to record your reactions and questions.



1.3 READING A PLAY

Strategies for Reading

- Read the stage directions to help you **visualize** the setting and characters.
- **Question** what the title means and why the playwright chose it.
- Identify the main conflict (struggle or problem) in the play. To **clarify** the conflict, make a chart that shows what the conflict is and how it is resolved.
- **Evaluate** the characters. What do they want? How do they change during the play? You may want to make a chart that lists each character's name, appearance, and traits.

1.4 READING LITERARY NONFICTION

Strategies for Reading

- If you are reading a biography, an autobiography, or another type of biographical writing, such as a diary or memoir, use a family tree to keep track of the people mentioned.
- When reading an essay, **analyze** and **evaluate** the writer's ideas and reasoning. Does the writer present a thesis statement? use sound logic? adequately support opinions with facts and other evidence?
- For all types of nonfiction, be aware of the **author's purpose**, and note any personal **bias** of the writer that might influence the presentation of information.

2 Reading Informational Texts: Text Features

An **informational text** is writing that provides factual information. Informational materials, such as chapters in textbooks and articles in magazines, encyclopedias, and newspapers, usually contain elements that help the reader recognize their purposes, organizations, and key ideas. These elements are known as **text features**.

2.1 UNDERSTANDING TEXT FEATURES

Text features are design elements of a text that indicate its organizational structure or otherwise make its key ideas and information understandable. Text features include titles, headings, subheadings, boldface type, bulleted and numbered lists, and graphic aids, such as charts, graphs, illustrations, art, and photographs. Notice how the text features help you find key information on the textbook page shown.

- A** The **title** identifies the topic.
- B** A **subheading** indicates the start of a new topic or section and identifies the focus of that section.
- C** **Boldface type** is used to make key terms obvious.
- D** A **bulleted list** shows items of equal importance.
- E** **Graphic aids**, such as illustrations, art, photographs, charts, graphs, diagrams, maps, and timelines, often clarify ideas in the text.

PRACTICE AND APPLY

1. “The Romantic Movement” is a subheading under the title “Revolutions in the Arts.” What does the heading suggest about the romantic movement?
2. What are two key terms associated with the romantic movement? How do you know?
3. What does the bulleted list explain? Is it an effective text organizer as used on this page? Explain why or why not.

A **Revolutions in the Arts**

MAIN IDEA	WHY IT MATTERS NOW
Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.	Romanticism and realism continue to dominate the novels, dramas, and films produced today.

SETTING THE STAGE European countries passed through severe political troubles during the 1800s. At the same time, two separate artistic and intellectual movements divided the century in half. Thinkers and artists focused on ideas of freedom, the rights of individuals, and an idealistic view of history during the first half of the century. After the great revolutions of 1848, political focus shifted to men who practiced realpolitik. Similarly, intellectuals and artists expressed a “realistic” view of the world. In their view of the world, the rich pursued their selfish interests while ordinary people struggled and suffered.

B **The Romantic Movement**

C At the beginning of the 18th century, the Enlightenment idea of reason gradually gave way to another major movement, romanticism. **Romanticism** was a movement in art and ideas. It showed deep interest both in nature and in the thoughts and feelings of the individual. In many ways, romantic thinkers and writers reacted against the ideals of the Enlightenment. Romantics rejected the rigidly ordered world of the middle-class. They turned from reason to emotion, from society to nature. **Nationalism** also fired the romantic imagination. For example, a fighter for freedom in Greece, Lord Byron also ranked as one of the leading romantic poets of the time.

D **The Ideas of Romanticism** Emotion, sometimes wild emotion, was a key element of romanticism. Nevertheless, romanticism went beyond feelings. Romantics expressed a wide range of ideas and attitudes. In general, romantic thinkers and artists

- emphasized inner feelings, emotions, imagination
- focused on the mysterious and the supernatural; also, on the odd, exotic, and grotesque or horrifying
- loved the beauties of untamed nature
- idealized the past as a simpler and nobler time
- glorified heroes and heroic actions
- cherished folk traditions, music, and stories
- valued the common people and the individual
- promoted radical change and democracy

E **Graphic Aid** **A. Analyzing Causes** What ideas of romanticism would inspire nationalism?

Background The Grimm brothers also collected tales from other countries: England, Scotland, Ireland, Spain, the Netherlands, Scandinavia, and Bohemia.

Though created in the early 20th century, this watercolor of British artist Arthur Rackham is full of romantic fantasy. It illustrates the tale “The Old Woman in the Wood” by Jakob and Wilhelm Grimm.

Nationalist Revolutions Sweep the West 619

2.2 USING TEXT FEATURES

You can use text features to locate information, to help you understand it, and to categorize it. Just use the following strategies when you encounter informational text.

Strategies for Reading

- Scan the title, headings, and subheadings to get an idea of the main concepts and the way the text is organized.
- Before you begin reading the text more thoroughly, read any questions that appear at the end of a lesson or chapter. Doing this will help you set a purpose for your reading.
- Turn subheadings into questions. Then use the text below the subheadings to answer the questions. Your answers will be a summary of the text.
- Take notes by turning headings and subheadings into main ideas. You might use a chart like the following.

Revolutions in the Arts		Main Heading
The Romantic Movement	Notes: 1. Romanticism showed interest in nature and the individual. 2. Nationalism was also a theme; some poets were also freedom fighters.	Subheading

2.3 TURNING TEXT HEADINGS INTO OUTLINE ENTRIES

You can also use text features to take notes in outline form. The following outline shows how one student used text headings from the sample page on page R3. Study the outline and use the strategies that follow to create an outline based on text features.

I. Revolutions in the Arts	Main Heading Roman-numeral entry
A. The Romantic Movement	Subheading capital-letter entry
1. Romanticism showed interest in nature and the individual.	
2. Nationalism was also a theme; some poets were also freedom fighters.	Detail number entry

Strategies for Using Text Headings

- Preview the headings and subheadings in the text to get an idea of what different kinds there are and what their positions might be in an outline.
- Be consistent. Note that subheadings that are the same size and color should be used consistently in Roman-numeral or capital-letter entries in the outline. If you decide that a chapter heading should appear with a Roman numeral, then that's the level at which all other chapter headings should appear.
- Write the headings and subheadings that you will use as your Roman-numeral and capital-letter entries first. As you read, fill in numbered details from the text under the headings and subheadings in your outline.

PRACTICE AND APPLY

Find a suitable chapter in one of your textbooks, then, using its text features, take notes on the chapter in outline form.

Preview the subheadings in the text to get an idea of the different kinds. Write the headings and subheadings you are using as your Roman-numeral and capital-letter entries first. Then fill in the details.

2.4 GRAPHIC AIDS

Information is communicated not only with words but also with graphic aids. **Graphic aids** are visual representations of verbal statements. They can be charts, webs, diagrams, graphs, photographs, or other visual representations of information. Graphic aids usually make complex information easier to understand. For that reason, graphic aids are often used to organize, simplify, and summarize information for easy reference.

Graphs

Graphs are used to illustrate statistical information. A **graph** is a drawing that shows the relative values of numerical quantities. Different kinds of graphs are used to show different numerical relationships.

Strategies for Reading

- A** Read the title.
- B** Find out what is being represented or measured.
- C** In a circle graph, compare the sizes of the parts.
- D** In a line graph, study the slant of the line. The steeper the line, the faster the rate of change.
- E** In a bar graph, compare the lengths of the bars.

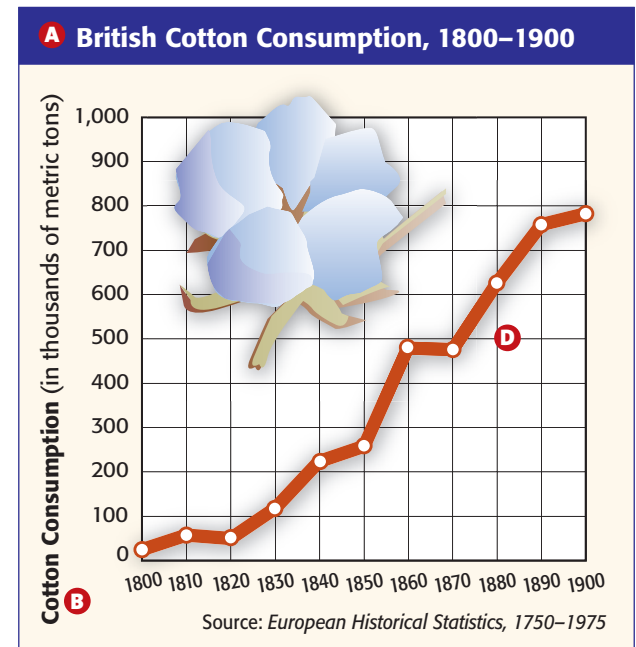
A **circle graph**, or **pie graph**, shows the relationships of parts to a whole. The entire circle equals 100 percent. The parts of the circle represent percentages of the whole.

MODEL: CIRCLE GRAPH



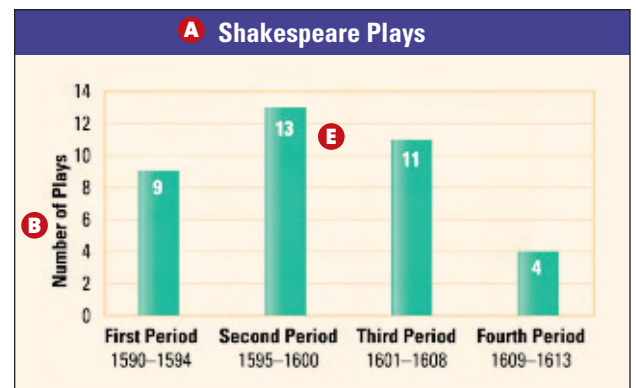
Line graphs show changes in numerical quantities over time and are effective in presenting trends, such as unemployment rates, production and consumption rates, and the like. A line graph is made on a grid. Here, the vertical axis indicates the amount of cotton consumption, and the horizontal axis shows years. Points on the graph indicate data. The lines that connect the points indicate the trends or patterns.

MODEL: LINE GRAPH



In a **bar graph**, vertical or horizontal bars are used to show or compare categories of information. The lengths of the bars typically correspond to quantities.

MODEL: BAR GRAPH



WATCH OUT! Evaluate carefully the information presented in graphs. For example, circle graphs show major factors and differences well but tend to minimize smaller factors and differences.

Diagrams

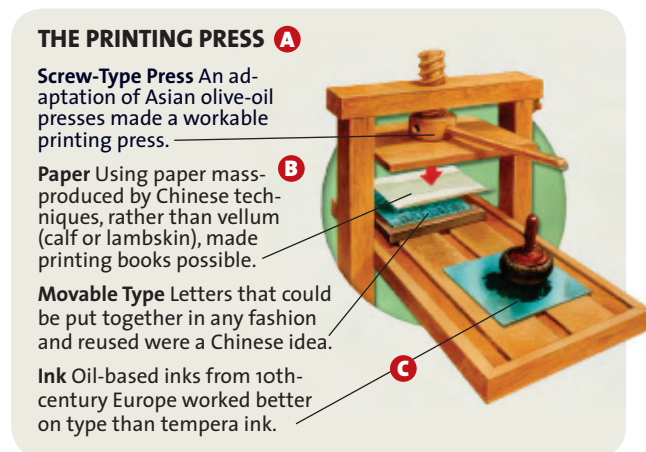
A **diagram** is a drawing that shows how something works or how its parts relate to one another.

A **picture diagram** is a picture or drawing of the subject being discussed.

Strategies for Reading

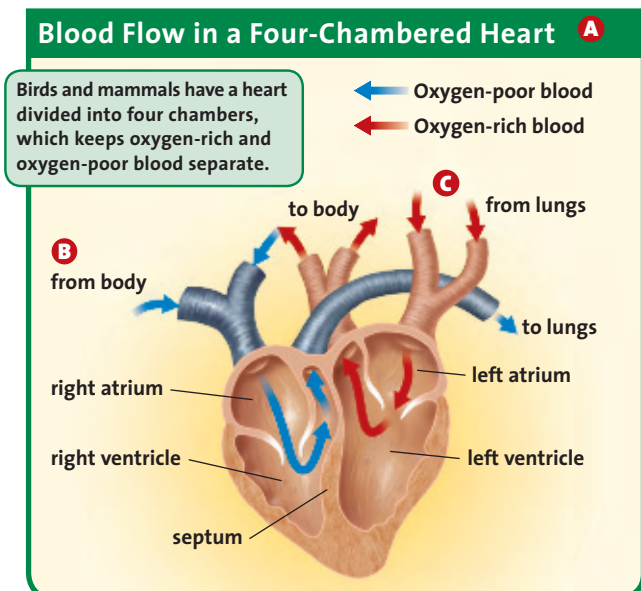
- A** Read the title.
- B** Read each label and look at the part it identifies.
- C** Follow any arrows or numbers that show the order of steps in a process, and read any captions.

MODEL: PICTURE DIAGRAM



In a **schematic diagram**, lines, symbols, and words are used to help readers visualize processes or objects they wouldn't normally be able to see.

MODEL: SCHEMATIC DIAGRAM



Charts and Tables

A **chart** presents information, shows a process, or makes comparisons, usually in rows or columns. A **table** is a specific type of chart that presents a collection of facts in rows and columns and shows how the facts relate to one another.

Strategies for Reading

- A** Read the title to learn what information the chart or table covers.
- B** Study column headings and row labels to determine the categories of information presented.
- C** Look down columns and across rows to find specific information.

MODEL: CHART

A The Development of England and France	
England	France B
<ul style="list-style-type: none"> William the Conqueror, duke of Normandy, invades England in 1066. Henry II (ruled 1154–1189) introduces use of the jury in English courts. Under pressure from his nobles, King John agrees to Magna Carta in 1215. Edward I calls Model Parliament in 1295. 	<ul style="list-style-type: none"> Hugh Capet establishes Capetian Dynasty in 987, which rules until 1328. Philip II (ruled 1180–1223) increases the territory of France. Louis IX (ruled 1226–1270) strengthens France's central government. Philip IV (ruled 1285–1314) adds Third Estate to Estates-General.

MODEL: TABLE

Forms of Imperialism A		
Form	B Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory that has its own internal government but is under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	The control of an independent but less-developed country by private business interests rather than other governments	The Dole Fruit company controlled the pineapple trade in Hawaii.

Maps

A **map** visually represents a geographic region, such as a state or a country. It provides information about areas through lines, colors, shapes, and symbols. There are different kinds of maps.

- **Political maps** show political features, such as national borders, states and capitols, and population demographics.
- **Physical maps** show the landforms in areas.
- **Road or travel maps** show streets, roads, and highways.
- **Thematic maps** show information on a specific topic, such as climate, natural resources, movements of people, or major battles in a war.

Strategies for Reading

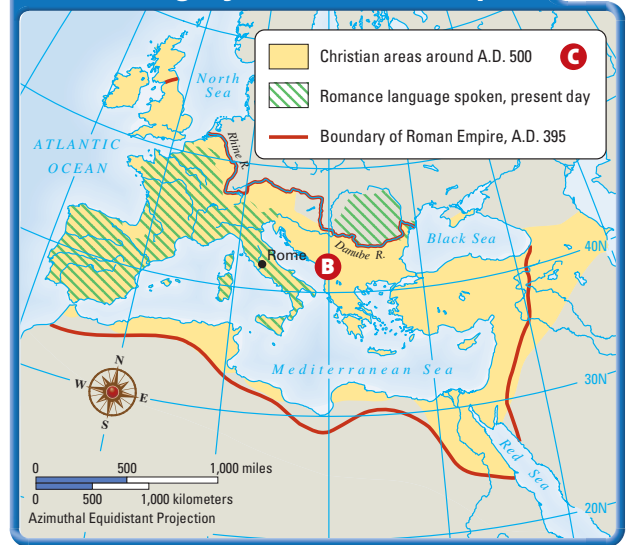
- A** Read the title to find out what kind of map it is.
- B** Read the labels to get an overall sense of what the map shows.
- C** Look at the **key** or **legend** to find out what the symbols and colors on the map stand for.
- D** If there is a smaller **locator map**, or inset map that shows the geographic context of the main map, use it to understand the geographical relationship of the map's subject and the surrounding area.

MODEL: POLITICAL MAP



MODEL: THEMATIC MAP

Cultural Legacy of the Roman Empire



PRACTICE AND APPLY

Use the graphic aids on pages R5–R7 to answer the following questions:

1. According to the circle graph, in what genre did Shakespeare write most prolifically?
2. According to the line graph, how many metric tons of cotton were used in 1860?
3. According to the bar graph, in what artistic period was Shakespeare least prolific?
4. Where is the paper inserted in the printing press, according to the diagram?
5. According to the schematic diagram, blood from the lungs enters which chamber first? From which chamber does oxygen-rich blood exit to the body?
6. According to the chart, in what year and by whom was agreement reached on the Magna Carta?
7. Refer to the table to find the form of imperialism in which an interest is controlled by business rather than government.
8. Use the key with the political map to determine which countries were part of the Balkans in 1914.
9. According to the thematic map, did the Roman Empire extend north of the Rhine River in continental Europe?

3 Reading Informational Texts: Patterns of Organization

Reading any type of writing is easier once you recognize how it is organized. Writers usually arrange ideas and information in ways that best help readers see how they are related. There are several common patterns of organization:

- order of importance
- chronological order
- cause-effect organization
- compare-and-contrast organization

3.1 ORDER OF IMPORTANCE

Order of importance is a pattern of organization in which information is arranged by its degree of importance. The information is often arranged in one of two ways: from **most important to least important** or from **least important to most important**. In the first way, the most important quality, characteristic, or fact is presented at the beginning of the text, and the remaining details are presented in an order ending with the least significant. The second pattern is the reverse: the text builds from the less important elements to the most important one at the conclusion. Order of importance is frequently used in persuasive writing.

Strategies for Reading

- To identify order of importance in a piece of writing, skim the text to see if it moves from items of greater importance to items of lesser importance, or the reverse.
- Next, read the text carefully. Look for words and phrases such as *first*, *second*, *mainly*, *more important*, *less important*, *least important*, and *most important*. These indicate the relative importance of the ideas and information.
- Identify the topic of the text and what aspect of it is being discussed—its complexity, size, effectiveness, varieties, and so on. Note what the most important fact or idea seems to be.
- If you are having difficulty understanding the topic, try asking *who*, *what*, *when*, *where*, *why*, and *how* about the ideas or events.

Notice the order of importance of the ideas in the following model.

Subject

Words showing order of importance

MODEL

British Parliament has **three divisions of responsibility**—making laws, approving taxation, and monitoring actions of the government. Of the three, it is generally agreed that the first, making laws, is the **most important**.

The process of making laws begins with an idea in the form of a “bill.” A bill is introduced to Parliament during the event of a *first reading*. Next, a *second reading* will be granted, after which members of Parliament vote to approve the bill “in principle,” which means the bill will be *sent upstairs* to be reviewed by a smaller group of members called the “standing committee.” Standing committee members regard the bill in detail, debating and amending as they see fit. Finally, the bill is returned to the floor for a final *third reading*, where it is usually not contested. This process must be completed in both houses of Parliament (House of Commons and House of Lords).

Also of **high importance** is the function of approving taxation. Parliament is charged with the onerous task of ensuring the government has adequate income. Proposing change in taxation law is the duty of one person—the Chancellor of the Exchequer. The process begins with a budget speech given by the chancellor, and ends when the Commons approves and publishes the bill’s details in a finance bill, which is then instituted.

Lastly, the duty of monitoring the government, while a critical measure of checks and balances, is, if only subjectively, of slightly **lesser importance** than the functions of lawmaking and taxation. Yet, the first hour of each business day in the Commons is devoted to question time, in which members may question ministers on any matters relating to government or lawmaking.

Each of the three primary functions of Parliament relies on several factors. The process is complex, to say the least. Despite degree of importance, without each facet the government would not run smoothly as a whole.

PRACTICE AND APPLY

Read each paragraph, and then do the following:

1. Identify whether the order is from most important to least important or from least important to most important.
2. Identify key words and phrases that helped you figure out the order.
3. What is the main idea of this passage? How does its organization help convey that idea?

3.2 CHRONOLOGICAL ORDER

Chronological order is the arrangement of events in their order of occurrence. This type of organization is used in fictional narratives, historical writing, biographies, and autobiographies. To indicate the order of events, writers use words such as *before*, *after*, *next*, and *later* and words and phrases that identify specific times of day, days of the week, and dates, such as *the next morning*, *Tuesday*, and *on July 4, 1776*.

Strategies for Reading

- Look in the text for headings and subheadings that may indicate a chronological pattern of organization. For example, subheadings such as “The Pretext for War” and “The Aftermath of the War” clearly suggest the text is arranged according to time periods.
- Look for words and phrases that identify times, such as *in a year*, *three hours earlier*, *in 1871*, and *the next day*.
- Look for words that signal order, such as *first*, *afterward*, *then*, *during*, and *finally*, to see how events or steps are related.
- Note that a paragraph or passage in which ideas and information are arranged chronologically will have several words or phrases that indicate time order, not just one.
- Ask yourself: Are the events in the paragraph or passage presented in time order?

Notice the words and phrases that signal time order in the following model.

MODEL

Henry VIII

Born in 1491, Henry VIII was crowned king of England when he was 18 years old. He was a devout Catholic, but his politics soon clashed with his religion.

Henry's father had become king after a long civil war. Henry was afraid that a similar war might start if he died without a son to take over the throne. The history of England during his reign became the bloody story of his need for a son.

Henry and his wife Catherine of Aragon had one living child—a daughter, Mary, born in 1516. However, a woman had never successfully claimed the English throne. By 1529, Catherine was 44 and Henry was convinced that she would have no more children. He wanted to divorce her and marry a younger woman, but Church law did not permit divorce. Henry asked the pope to annul his marriage—in other words, declare that it had never existed. The pope refused.

Henry then decided to take matters into his own hands. Later in 1529, he asked Parliament to pass laws to end the pope's power in England. Four years later, he secretly married Anne Boleyn, and Parliament voted to make his divorce from his first wife legal. But Henry was not satisfied and wanted to break completely with the pope. In 1534, Parliament passed the Act of Supremacy, which made the king the official head of the Church of England.

Although Henry had turned the country inside out in his attempt to have a son, Anne Boleyn gave birth to a daughter. Following the birth, Henry had Anne imprisoned in the Tower of London. In 1536, he had her beheaded.

Henry did not get his wish for a son until his third wife, Jane Seymour, gave birth to Edward. Jane died in childbirth. In 1540, Henry married his fourth wife but quickly divorced her to marry his fifth wife, Catherine Howard. However, the king soon found out that Catherine had had affairs before their marriage, and consequently, he had her beheaded in 1542. Henry's sixth wife survived her husband, who died in 1547 at the age of 56.

Event

Time phrases

Order words and phrases

PRACTICE AND APPLY

Refer to the preceding model to do the following:

1. List at least six of the order and time words used in the model. Do not include those that have been identified for you.
2. Draw a timeline beginning with Henry's birth in 1491 and ending with his death in 1547. Include each event mentioned in the model.

3.3 CAUSE-EFFECT ORGANIZATION

Cause-effect organization is a pattern of organization that establishes causal relationships between events, ideas, and trends. Cause-effect relationships may be directly stated or merely implied by the order in which the information is presented. Writers often use the cause-effect pattern in historical and scientific writing. Cause-effect relationships may take several forms.

One cause with one effect

Cause ► Effect

One cause with multiple effects

Cause ► Effect
Cause ► Effect

Multiple causes with a single effect

Cause ► Effect
Cause ► Effect

A chain of causes and effects

Cause ► Effect (Cause) ► Effect

Strategies for Reading

- Look for headings and subheadings that indicate or suggest a cause-effect pattern of organization, such as “How the Printing Press Changed the World.”
- To find the effect or effects, read to answer the question, What happened?
- To find the cause or causes, read to answer the question, Why did it happen?
- Look for words and phrases that help you identify specific relationships between events, such as *because, since, so, had the effect of, led to, as a result, resulted in, for that reason, due to, therefore, if... then, and consequently*.
- Evaluate each cause-effect relationship. Do not assume that because one event happened before another, the first event caused the second event.
- Use graphic organizers like the diagrams shown to record cause-effect relationships as you read.

Notice the words that signal causes and effects in the following model.

MODEL

A Turning Point in England's History

The Norman invasion of 1066 turned the tide of English history. In October of 1066, William the Conqueror, the duke of Normandy, successfully invaded England and defeated Harold—who had a claim to the throne—at the Battle of Hastings. Known as the Norman Conquest, William's sound defeat of the Anglo-Saxon forces ushered in the Anglo-Norman age and brought changes to England that altered its course forever.

One significant change occurred in the language. **With the influx of the Norman people**, the Latin-based Anglo-Norman language was introduced and began to replace the Germanic Anglo-Saxon speech of England. **The language soon became dominant and remained so for nearly 300 years.** Its influence is still felt today, as it is the basis of today's English language.

Another **result of** William's rule was the disappearance of English aristocracy. The ruling class was all but

Causes

Effect that in turn becomes a cause

Signal words and phrases

obliterated after Normans seized control of the Church of England. And, at the behest of William, formerly English-held lands were confiscated. As king, William was in the favorable position of having this lavish expanse of confiscated land, and he parceled it out generously to his supporters.

One thing the new “landowners” didn’t alter, but instead dramatically improved upon, was the organizational system of territories. The Anglo-Saxons developed a centralized shire (or county) system in which small areas of land were run by “shire reeves,” or sheriffs. The success of the system eventually led to the first organized census. Census taking soon resulted in the implementation of an effective system of taxation. And taxation, of course, led to growing revenue, power, and solvency for the kingdom.

In addition to affecting language and land ownership and introducing taxation, Norman rule also began a long-standing rivalry between France and England, of which there is still evidence today.

PRACTICE AND APPLY

Refer to the preceding model to do the following:

- 1. Create a graphic organizer using the “one cause with multiple effects” pattern on page R10 to list and illustrate the cause-and-effect relationships described in the model.
- 2. List the chain of causes and effects in the second to last paragraph.
- 3. List words and phrases the writer uses to signal cause and effect throughout the model.

3.4 COMPARE-AND-CONTRAST ORGANIZATION

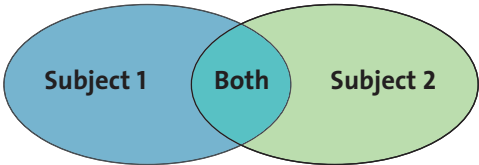
Compare-and-contrast organization is a pattern of organization that serves as a framework for examining similarities and differences in two or more subjects. A writer may use this pattern of organization to analyze two or more subjects, such as characters or literary periods, in terms of their important points or characteristics. These points or characteristics are called points of comparison. The compare-and-contrast pattern of organization may be developed in either of two ways.

Point-by-point organization—The writer discusses one point of comparison for each subject, then goes on to the next point.

Subject-by-subject organization—The writer covers all points of comparison for one subject and then all points of comparison for the next subject.

Strategies for Reading

- Look in the text for headings, subheadings, and sentences that may suggest a compare-and-contrast pattern of organization, such as “*The Spectator* and *The Tatler*: Two Classic British Periodicals.” These will help you identify where similarities and differences are addressed.
- To find similarities, look for words and phrases such as *like*, *similarly*, *both*, *also*, and *in the same way*.
- To find differences, look for words and phrases such as *unlike*, *but*, *on the other hand*, *in contrast*, and *however*.
- Use a graphic organizer, such as a Venn diagram or a compare-and-contrast chart, to record points of comparison and similarities and differences.



	Subject 1	Subject 2
Point 1		
Point 2		
Point 3		

Read the following models. As you read, use the signal words and phrases to identify the similarities and differences between the subjects and how the details

MODEL 1

Raleigh's Response to Marlowe

During the Renaissance, many poets expressed their thoughts and feelings in a type of poem called a pastoral. Pastorals paint a romantic picture of shepherds and their lives in the country. Many pastorals are about love.

One pastoral written by Christopher Marlowe, "The Passionate Shepherd to His Love," became very famous in 16th-century England. In fact, it became so famous that many poets wrote responses to it. One of these responses was Sir Walter Raleigh's pastoral "The Nymph's Reply to the Shepherd." These two poems have both similarities and differences.

Both poems are pastorals. They are set in the country and deal with love. They also have similar structures. Each has six stanzas with four lines. In each stanza, lines one and two rhyme, and lines three and four rhyme. The poems even repeat the same rhyming words—*move* and *love*.

However, the two poems evoke very different moods. "The Passionate Shepherd to His Love" creates a very romantic scene. The shepherd talks about the beauty of nature—lush valleys, tumbling waterfalls, and singing birds. He offers his love colorful, sweet-smelling flowers, soft wool dresses, and jewels. It's almost too good to be true.

"The Nymph's Reply to the Shepherd," however, is not at all romantic. The nymph doesn't focus on the beauty of the world, but rather on the passage of time, which destroys that beauty. She points out that "flowers do fade" and "rocks grow cold," and that love "is fancy's spring, but sorrow's fall." She mocks the love-struck shepherd in Marlowe's poem and concludes that love is more or less a silly waste of time.

Though the two poems are similar in form, they are very different in content.

Subjects

Comparison words

Contrast words and phrases

MODEL 2

Shelley and Heine: Contemporary Poets

The English romantic poet Percy Bysshe Shelley and the German romantic poet Heinrich Heine lived during the same age and were both passionate about social change. Yet no two people could have had more distinct beginnings.

Percy Bysshe Shelley (1792–1822) was born into an aristocratic and wealthy family in Sussex, England, and sent away to boarding school at the age of ten. As an adolescent, Shelley rejected the institutions of "normal" society. As a young man, he traveled to Scotland and Ireland, distributing pamphlets and raging against political injustice. When his scandalous writing and behavior drew criticism, he began to view himself as an outcast and left England for Italy, where he lived out his life. During his later years, he produced some of his best-known work.

In contrast to Shelley, German poet Heinrich Heine (1797–1856) was born to working-class Jewish parents. For financial reasons, he was sent to live with an uncle who eventually put Heinrich through university. Heine became concerned about political and social injustice and explored ideas ranging from forms of socialism to Marxist communism. Like Shelley, Heine endured political disgrace due to his liberal sympathies, and he fled to Paris. When he returned to Germany to spread his adopted French revolutionary ideas, German authorities permanently banned him and his written work from the country.

Though both Heine and Shelley came from very different social backgrounds, they shared a rebellious attitude toward society.

Subjects

Contrast words and phrases

Comparison words

PRACTICE AND APPLY

For each model presented here, create a compare-and-contrast chart. In your chart, list the points of comparison in each model, and identify the similarities or differences between each model's subjects.

4 Reading Informational Texts: Formats

Magazines, newspapers, Web pages, and consumer, public, and workplace documents are all examples of informational materials. To understand and analyze informational texts, pay attention to text features and patterns of organization.

4.1 READING A MAGAZINE ARTICLE

Because people often skim magazines for topics of interest, magazine publishers use devices to attract attention to articles and to highlight key information.

Strategies for Reading

- A** Read the **title** and other **headings** to find out more about the article's topic and organization.
- B** Notice whether or not the article has a **byline**, a line naming the author, and make note of the date and source.
- C** Examine **illustrations, photos**, or other **graphic aids** that visually convey or illustrate additional information, or information from the text.
- D** Notice any **pull quotes**, or quotations that a publisher has pulled out of the text and displayed to get your attention.

PRACTICE AND APPLY

1. According to the title, what is the main topic of this article?
2. Why might this pull quote grab a reader's attention?
3. How does the picture help you understand the article?
4. Outline the main ideas of this article.

HISTORY

A Queen's Life

Royal Wives in Renaissance England

B by Marianne Brown

The wives of Renaissance kings enjoyed privileges that other women could only dream of. In addition to their more obvious perks—jewels and other luxuries, hundreds of servants—queens often wielded considerable power and influence at court. Yet they could not escape the prevailing view that women were inferior to men. Even a powerful queen was subordinate to her husband, who made all the important family decisions.

In royal households, marriage partners were chosen to increase the king's power at home or create alliances with foreign rulers. A wedding was not a private affair but a matter of great importance to the nation. Kings and queens were often betrothed to each other in childhood, and their marriage negotiations generally took years to complete. For example, Catherine of Aragon, the daughter of Spanish rulers Ferdinand II and Isabella I, was betrothed to Arthur, the son of Henry VII, when she was only three years old.

Most queens came from abroad, so marriage meant being separated forever from family and homeland. After a long and dangerous journey,



Catherine of Aragon was the first wife of Henry VIII.

the young woman would meet her spouse for the first time and be placed in the care of complete strangers. Catherine of Aragon traveled for more than three months before reaching England when she was almost 16. Six months after their wedding, her husband Arthur died, and soon after she was betrothed to his brother, the future Henry VIII. Catherine finally became Henry's wife and Queen of England when Henry took the throne in 1509, eight years after her departure from Spain.

“Even a powerful queen was subordinate to her husband.”

A queen's most important responsibility was to bear male heirs. Failure to do so could have grave consequences for the royal family—and sometimes for the nation. Only one of Catherine's children lived past infancy, a daughter named Mary. Frustrated by his lack of a male heir, Henry eventually annulled his marriage, a decision that led to England's separation from the Roman Catholic Church.

4.2 READING A PUBLIC DOCUMENT

Public documents are documents that are written for the public to provide information that is of public interest or concern. These documents are often free. They may be federal, state, or local government documents. They might be speeches or historical documents. They may even be laws, posted warnings, signs, or rules and regulations. The following is a public document that lists parking rules and regulations for a university.

Strategies for Reading

- A** Look at the **title** on the page to discover what the text is about.
- B** Note the **source** of the document.
- C** Sometimes, as in the model shown here, the majority of information is presented in a table. Carefully read the headings of **rows** or **columns** in the table, as well as the corresponding information.
- D** Pay attention to **notes** and to **asterisks (*)** and their accompanying footnotes. These will help clarify exceptions or exemptions to the rules, or add additional detail.

PRACTICE AND APPLY

Reread the parking policy document and answer the following questions:

- 1. Describe key points of the university's parking lottery.
- 2. Where must the sticker be displayed on the vehicle?
- 3. If students need to accommodate the parking needs of family or friends on the weekends, where should they go to make these arrangements?
- 4. What is the size of the scooters allowed to park on campus sidewalks?
- 5. What is the consequence for unpaid parking fines after 30 days?

RULES AND REGULATIONS



MOUNTAIN UNIVERSITY

A Parking Policies, Procedures, and Guidelines

All parking is general; there are no reserved or assigned spaces. Due to limited space in our lots, we regret we cannot provide general parking for every student's vehicle. Parking policies are as follows.

Parking Lottery	An annual lottery is held by the Office of Public Safety to allocate 237 parking stickers. University seniors will enter first, followed by juniors, then sophomores. First-year students are not permitted to enter the lottery or have a vehicle on campus.
Sticker Display	All stickers and decals must be displayed in the rear window, lower right side. Vehicles without stickers will be ticketed.
Commuter Parking	Commuter students coming from Danton or beyond must purchase parking stickers (\$5) and, with the sticker displayed, may park in the Greenwood lot, Field Study Garage, or Stadium lot.
Weekend Guests	Unless special arrangements have been made,* family and other student guests may use yellow-lined parking spaces in all campus lots on weekends, from 5 P.M. Friday to 7 A.M. Monday.
Motorized Bike Parking	Motorized bikes or scooters under 50cc are allowed to park on campus sidewalks M–F from 7 A.M. to 9:00 P.M., and should be securely locked. Larger scooters and motorcycles must have a parking sticker and use designated lots.
Violations	Vehicles found in violation of these policies will be issued citations of \$20, payable in the Student Union. After 30 days, unpaid parking tickets will result in revoked library privileges and the withholding of transcripts and final grades.

D * Special arrangements must be made in the Campus Building, where the student must obtain a temporary decal.

B

MOUNTAIN UNIVERSITY

511 University Circle

Range, CO 80695

4.3 READING A CONSUMER DOCUMENT

Consumer documents are materials that accompany goods and services. Consumer documents provide information about the use, care, and assembly of products, or contain key information used to evaluate the services of an institution, such as a school or travel service. Some common consumer documents are warranties, manuals, instructions, and guides to services, agencies, and institutions. The following is a page from a guide that features information on colleges across the United States.

Strategies for Reading

- A** Read **title** and **headings** to identify the purpose of the document.
- B** Find **name**, **address**, and **contact information** to ensure that you have the appropriate guide for your purposes.
- C** Notice any **icons** or **symbols** and check the key for their meanings. These can relay important information about costs, locations, and services.
- D** Study any **subheadings** and the **text** that follows them. This text will offer more in-depth consumer data to help in your evaluation.

PRACTICE AND APPLY

Refer to the college guide to answer the following questions:

- According to the icon, what kind of campus does Mountain University have?
- What does the computer icon indicate?
- Does Mountain University welcome international students? Where is this information found?
- What types of on-campus housing does Mountain University offer?
- Is this document easy to read and understand? Explain why or why not.

GUIDE TO COLLEGES

COLORADO



CONTACT: **B**
 511 University Circle
 Range, CO 80695
 (303) 555-8179
 www.mountainu.edu
 or e-mail admission@mntu.edu



Mountain University Features & Facts

- Public, four-year university
- 70% of applicants admitted
- 4,232 undergraduates
- Mid 50% SAT 1050; Mid 50% ACT 23
- 2,196 women, 2,036 men
- Financial aid available

D *Mission Statement:* The mission of Mountain University is to provide educational opportunities that assist students with clarification and pursuance of educational and professional goals. The university is committed to fostering a vital learning environment with equal opportunity for all students, regardless of race, political or religious affiliation, or country or state of origin.

Student Life: 67% of undergraduates are from Colorado. Others are from 34 states and 19 foreign countries. The average age of freshman is 18 and the average age of all undergraduates is 20. About 8% do not continue beyond their first year.

Housing: 60% of students can be accommodated in on-campus housing, which includes single-sex and coed dormitories. On-campus housing is guaranteed for all four years. 45% of students live on campus.

C

KEY TO SYMBOLS

- | | |
|-------------------------|-----------------|
| e-application available | suburban campus |
| inexpensive | urban campus |
| moderately expensive | rural campus |
| very expensive | |

4.4 READING AN APPLICATION

Applications are forms that are used to gather information from someone who is applying for a position, admission, services, a license, or membership. These documents often include a brief set of instructions such as mailing information, questions to be answered, and boxes or blanks to fill in with information you provide.

Strategies for Reading

- A** Read the **title** of the form to make sure it is the correct form for you.
- B** Look for **boldfaced, italicized, and underlined words**. These may signal **important information** such as **due dates, required materials, or fees**.
- C** Some applications, such as a college application, require attachments. Be sure to submit any additional required materials, enclosing them with your application.
- D** Note any **terms**, or conditions that you must agree to, and the place for your **signature**, usually located at the end of the application. In order for your application to be valid and complete, you will have to agree to the terms listed. Agreement is indicated by signing the document.

PRACTICE AND APPLY

Refer to the application to answer the following questions:

1. Can a student who is planning to enter Mountain University in the spring term use this form? Why or why not?
2. Describe what is required in applying for a scholarship.
3. What materials need to be submitted in addition to the fee and application?
4. According to the application, what could make you ineligible for admission to Mountain University?
5. Using the “Guide to Colleges” on page R15, verify that the address for Mountain University is accurate.



A APPLICATION FOR UNDERGRADUATE ADMISSION

APPLICATION INSTRUCTIONS **B**
This application is for students who will enter Mountain University in the fall of the current year. Send completed applications by regular or overnight mail to:

Mountain University Office of Undergraduate Admissions
511 University Circle
Range, CO 80695
(303) 555-8179

PLEASE NOTE: Your admissions application *must be received by April 1* if you wish to apply for the Mountain University merit scholarships. A separate scholarship application is also required.

Complete the Mountain University admissions application form (including your essay). There is a *\$25 nonrefundable application fee* payable to Mountain University.

Arrange to have official transcripts sent to the Undergraduate Office. Your most recent high school transcript and your ACT or SAT test results are *required*.

Submit two letters of recommendation from an instructor or other individual who is qualified to comment on your college potential.

Please type the application or complete it in blue or black ink.

AUTOBIOGRAPHICAL INFORMATION

Social Security Number _____ – _____ – _____
Last Name _____ First Name _____
Mailing Address _____
City _____ State _____ Zip _____
Phone Number (____) _____
Date of Birth: Month _____ Day _____ Year _____

PERSONAL STATEMENT **C**

Please submit an original personal statement of 1,500 words or less describing what your goals are in the coming year, the next five years, and the next ten years.

D
I understand that providing false information may make me ineligible for admission to Mountain University. I agree to abide by the regulations of Mountain University as set forth in its current catalog and other official publications. I attest that all information I have supplied in this application and accompanying documentation is true and valid.

Applicant’s Signature _____
Date Submitted _____

4.5 READING A WORKPLACE DOCUMENT

Workplace documents are materials that are produced or used within a workplace, usually to aid in the functioning of a business. These documents include meeting minutes, sales reports, company policy statements, organizational charts, and operating procedures. Workplace documents also include memos, business letters, job applications, and résumés.

Strategies for Reading

- A** Read a workplace document slowly and carefully, as it may contain **details** that should not be overlooked.
- B** Notice the contact information for the creator of the document. You will need this information to contact someone if you need to clear up anything that you don't understand.
- C** Note whether there are additional materials for you to consider and if a response is required.

PRACTICE AND APPLY

Refer to both workplace documents to answer the following questions:

1. Why is this letter from Tang Lao considered a workplace document?
2. According to the details in Tang Lao's letter, what action is he requesting of Dean Ripple?
3. What text features does the memo writer use to get his message across clearly?
4. What actions is Ms. Marion expected to take?
5. Verify that the university address is correct by comparing it to the address provided on the application on page R16.

BUSINESS LETTER

B Tang Lao
4311 North Central Place
Freehaven, CO 1234
(720) 555-1454

June 11, 2008 **A**

Dr. Harmon Ripple, Dean of the College of Sciences
Mountain University
511 University Circle
Range, CO 80695

Dear Dean Ripple,
In a recent conversation with your administrative assistant, Litha Marion, I was asked to contact you directly in pursuance of a faculty position with your university. I have recently moved to Colorado from Minnesota.

I am originally from Cambodia and was sponsored to come to Minnesota in 1976. I attended the University of Minnesota Twin Cities campus, and graduated with honors from the post-graduate program in the College of Biological Sciences.

I wish to share my knowledge and experience with students at your school. Attached, you will find my application and résumé of academic and teaching experience. Thank you for considering me for this position. **C**

Sincerely,
Tang Lao

MEMO

To: Litha Marion
From: Dean Ripple
Re: Hiring new faculty
Date: June 20, 2008

Litha, we have considered Tang Lao's application, résumé, and credentials, and are honored to welcome him to a faculty position at Mountain College. Please draft a letter of congratulations to inform him of our decision, and include the following:

- B**
 - welcome packet
 - invitation to new faculty meeting
 - university guidelines and policies manual
 - class schedule and descriptions

Thank you.

4.6 READING ELECTRONIC TEXT

Electronic text is any text that is in a form that a computer can store and display on a screen. Electronic text can be part of Web pages, CD-ROMs, search engines, and documents that you create with your computer software. Like books, Web pages often provide aids for finding information. However, each Web page is designed differently, and information is not in the same location on each page. It is important to know the functions of different parts of a Web page so that you can easily find the information you want.

Strategies for Reading

- A** Look at the **title** of a page to determine what topics it covers.
- B** For an online source, such as a Web page or a search engine, note the **Web address**, known as a **URL** (Uniform Resource Locator) in case you need to return to the page later or cite it as a source.
- C** Look for the **menu options**, or navigation options that allow you to navigate through the site's main categories and pages. These options are **links** to other pages providing more in-depth information on the topic listed.
- D** Read **introductory text** to get a sense of the site's subject matter and purpose.
- E** Use **hyperlinks** to get to other pages. Hyperlinks may lead to pages listed in the menu options or to other Web sites related in subject matter. Hyperlinks are often highlighted or underlined in a contrasting color.
- F** Look for **graphic aids**, such as photos, illustrations, or animation, that will provide you with more information about the site's topic(s).

WEB PAGE

The screenshot shows a web browser window displaying the website 'KATHERINE MANSFIELD BIRTHPLACE TE PUAKITANGA'. The address bar shows 'http://www.katherinemansfield.com/mansfield'. The page has a blue header with navigation links: 'STOP', 'REFRESH', 'PRINT', 'BOOKMARKS'. The main content area is titled 'Katherine Mansfield' and includes a biography section. Annotations are placed on the page: 'A' points to the search bar, 'B' points to the address bar, 'C' points to the navigation menu, 'D' points to the introductory text, 'E' points to the 'Home' link in the left sidebar, and 'F' points to a photograph of Katherine Mansfield.

PRACTICE AND APPLY

Refer to the Web page on this page to answer the following questions:

1. What is the topic of this site?
2. If you were looking for information on Mansfield's writing, which links or hyperlinks would you use?
3. Who has produced this Web site?
4. Verify the information on Katherine Mansfield presented on this Web page by consulting a reference source, such as an encyclopedia, or a government document.

5 Reading Persuasive Texts

5.1 ANALYZING AN ARGUMENT

An **argument** expresses a position on an issue or problem and supports it with reasons and evidence. Being able to analyze and evaluate arguments will help you distinguish between claims you should accept and those you should not. A sound argument should appeal strictly to reason. However, arguments are often used in texts that also contain other types of persuasive devices. An argument includes the following elements:

- A **claim** is the writer's position on an issue or problem.
- **Support** is any material that serves to prove a claim. In an argument, support usually consists of reasons and evidence.
- **Reasons** are declarations made to justify an action, decision, or belief—for example, “You should sleep on a good mattress in order to *avoid spinal problems*.”
- **Evidence** consists of the specific references, quotations, facts, examples, and opinions that support a claim. Evidence may also consist of statistics, reports of personal experience, or the views of experts.
- A **counterargument** is an argument made to oppose another argument. A good argument anticipates the opposition's objections and provides counterarguments to disprove or answer them.

Claim	Winston Churchill's contribution to victory in World War II was significant.
Reason	Churchill's strong leadership and persuasive rhetoric raised the morale of British citizens and soldiers.
Evidence	British citizens and soldiers never let London fall to the Germans, and British soldiers played a key role in the defeat of Germany.
Counterargument	His ideas seemed impractical and he was unpopular with much of England, but he succeeded in leading Britain to victory.

PRACTICE AND APPLY

Use a chart like the one shown to identify the claim, reasons, evidence, and counterargument in the following article.

Should Soft Drinks Be Banned from Schools?

A new substance has joined the list of those banned on school grounds: soft drinks. As the number of obese teenagers rises, there is a growing movement to limit the products of empty calories that are available in school vending machines. Los Angeles has banned the sale of soft drinks on the district's high school and elementary campuses. Other districts are debating whether to implement similar policies. Activists who favor the soda ban say schools must make a choice between student health and vending machine revenues.

Advocates of banning sodas point out that a typical can of soda has at least 10 teaspoons of sugar. Its 140 calories contain no vitamins, minerals, fiber, or other nutritional value. Poor eating habits contribute to teenage obesity. Dr. Jonathan E. Fielding, director of public health for Los Angeles County, describes obesity as a fast-growing, chronic disease that is “entirely preventable.”

However, not everyone agrees that carbonated soft drinks are a hazard to students' health. A Georgetown University study found no link between obesity and the soda consumption of 12- to 16-year-olds. Surgeon General David Satcher, while concerned about unhealthy eating habits, considers lack of physical activity another important cause of excess weight.

Some schools are responding to the problem by expanding instead of restricting students' choices. A pilot program that offered Metro Detroit students a choice of pop or flavored milk was so successful that the district installed 80 more milk machines. . . . Other schools offer students a selection of juice-based drinks.

Stakes on both sides of the question are high: student health versus the \$750 million that students put into school vending machines each year. The evidence currently available does not prove that the availability of soda pop in school vending machines causes obesity. Until that evidence is provided, I believe banning pop is an extreme solution. Instead, schools should keep both students and the budget healthy by offering both soft drinks and healthier alternatives.

5.2 RECOGNIZING PERSUASIVE TECHNIQUES

Persuasive texts typically rely on more than just the logical appeal of an argument to be convincing. They also rely on ethical and emotional appeals, as well as other **persuasive techniques**—devices that can sway you to adopt a position or take an action.

The chart shown here explains several of these techniques. Learn to recognize them, and you will be less likely to be influenced by them.

Persuasive Technique	Example
Appeals by Association	
Bandwagon Appeal Suggests that a person should believe or do something because “everyone else” does	Don’t be the last person on earth to use High Speed TurboWhip for your Internet needs.
Testimonial Relies on endorsements from well-known people or satisfied customers	Seven top chefs from Sonoma County recommend Fivar Cutlery—why not feature it at your next dinner party?
Snob Appeal Taps into people’s desire to be special or part of an elite group	Diamondshire Hotels provide luxurious accommodations in a premier setting.
Transfer Connects a product, candidate, or cause with a positive emotion or idea	Volunteer with Elderly Help and go home happy—you’ve touched the life of someone special.
Appeal to Loyalty Relies on people’s affiliation with a particular group	Buy a bumper sticker from the Skooner Seahawks today and show your true team spirit!
Emotional Appeals	
Appeals to Pity, Fear, or Vanity Use strong feelings, rather than facts, to persuade	Help! Bear Habitat needs refurbishing. Without your donation, polar bears at Cityside Zoo risk deadly heat stroke.
Word Choice	
Glittering Generality Makes a generalization that includes a word or phrase with positive connotations, such as <i>freedom</i> or <i>action-packed</i> , to promote a product or idea.	Elect E. Willmington and preserve dignity and honor.

PRACTICE AND APPLY

Identify the persuasive techniques used in the model.

Our city high schools are failing, and they need your help. Half of this city’s freshmen drop out before their senior prom. Inner-city students need quality education and well-trained teachers. Your signature on our petition can make it happen and will show your loyalty to our city. Our petition demands re-evaluation of the city’s fiscal priorities and a promise that more funds will be allocated for teachers next year. Sign our petition and you’ll be in good company. Respected elected officials such as Alderman Donna Jones and County Clerk Tony Fitzharmon support this effort 100 percent. By signing, you will be on the frontline of a most important battle—the battle for the minds of our youth.

5.3 ANALYZING LOGIC AND REASONING

When you evaluate the credibility of an argument, you need to look closely at the writer’s logic and reasoning. To do this, it is helpful to identify the type of reasoning the writer is using.

The Inductive Mode of Reasoning

When a writer leads from specific evidence to a general principle or generalization, that writer is using **inductive reasoning** to make **inferences**, or logical assumptions, and draw conclusions from them. Here is an example of inductive reasoning.

The Inductive Mode of Reasoning

SPECIFIC FACTS

Fact 1 *Oliver Twist* is about the hard life of a young orphan boy.

Fact 2 *Great Expectations* is about a poor young man who is given money to become a gentleman.

Fact 3 *David Copperfield* is about a young man’s growth into adulthood.

GENERALIZATION

One of Charles Dickens’s main themes is that of a young person matures, often under challenging circumstances, into adulthood.

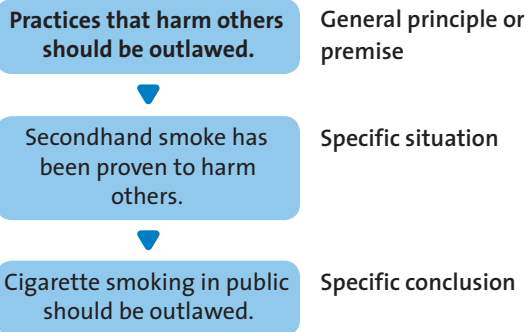
Strategies for Determining the Soundness of Inductive Arguments

Ask yourself the following questions to evaluate an inductive argument:

- **Is the evidence valid and does it provide sufficient support for the conclusion?** Inaccurate facts lead to inaccurate conclusions. Make sure all facts are accurate.
- **Does the conclusion follow logically from the evidence?** Make sure the writer has used sound reasons—those that can be proved—as a basis for the conclusion and has avoided logical fallacies, such as circular reasoning and oversimplification.
- **Is the evidence drawn from a large enough sample?** Even though there are only three facts listed above, the sample is large enough to support the claim. By qualifying the generalization with words such as *sometimes*, *some*, or *many*, the writer indicates that the generalization is limited to a specific group.

The Deductive Mode of Reasoning

When a writer arrives at a conclusion by applying a general principle to a specific situation, the writer is using **deductive reasoning** to make inferences and draw conclusions. Here's an example.



Strategies for Determining the Soundness of Deductive Arguments

Ask yourself the following questions to evaluate a deductive argument:

- **Is the general principle stated, or is it implied?** Note that writers often use deductive reasoning in an argument without stating the general principle. They assume readers will understand the principle. You need to identify the writer's implicit assumptions.
- **Is the general principle sound?** Don't assume the general principle is sound. Ask yourself whether it is really true based on the evidence.
- **Is the conclusion valid?** To be valid, a conclusion in a deductive argument must follow logically from the general principle and the specific situation.

The following chart shows two conclusions drawn from the same general principle.

General Principle: All members of the soccer fan club wore red yesterday to support their team.	
Accurate Deduction	Inaccurate Deduction
Aida is a member of the soccer fan club; therefore, Aida wore red yesterday.	Clyde wore red yesterday; therefore Clyde is a member of the soccer fan club.

The inference that Clyde must be a member of the soccer fan club because he wore red lead to an inaccurate conclusion; Clyde may have chosen red for another reason.

PRACTICE AND APPLY

Identify the mode of reasoning used in this passage. Determine whether the argument is sound and valid.

Some literary critics believe that numerous works attributed to William Shakespeare may actually have been written by other authors of the time.

Edward de Vere was the 17th earl of Oxford and a contemporary of William Shakespeare's. He was a nobleman in Queen Elizabeth I's court, highly educated and very well traveled. Although de Vere was a writer in his early years, no literary manuscripts exist from later in his life. He seemed to have mysteriously stopped writing.

Sir Francis Bacon, also a contemporary of Shakespeare's, wrote prolifically throughout his life. Experts note that his correspondences, memoirs, and notebooks express "coincidences" and parallels with the life of the Bard.

Another writer close to Shakespeare was poet and dramatist Christopher Marlowe. He was allegedly stabbed to death in a bar fight in 1593, but many believe his death was faked and that he lived a long and secret life as a spy for the queen.

All of these three men had the occasion and the talent to have written a number of plays using the nom de plume of William Shakespeare. Therefore, Shakespeare was not the sole author of the works that bear his name.

Identifying Faulty Reasoning

Sometimes an argument at first appears to make sense, but as you take a closer look at the reasoning, you can see it isn't valid because it is based on a fallacy. A **fallacy** is an error in logic based on inaccurate inferences or invalid assumptions. Learn to recognize these common fallacies.

TYPE OF FALLACY	DEFINITION	EXAMPLE
Circular reasoning	Supporting a statement by simply repeating it in different words	That restaurant is popular because more people go there than to any other restaurant in town.
Either/or fallacy	A statement that suggests that there are only two choices available in a situation that really offers more than two options	Either you come pick me up or I will be stranded here forever.
Oversimplification	An explanation of a complex situation or problem as if it were much simpler than it is	If you make the manager laugh during the interview, you will get the job.
Overgeneralization	A generalization that is too broad. You can often recognize overgeneralizations by the use of words such as <i>all</i> , <i>everyone</i> , <i>every time</i> , <i>anything</i> , <i>no one</i> , and <i>none</i> .	No one ever wants to wear a bicycle helmet.
Stereotyping	A dangerous type of overgeneralization. Stereotypes are broad statements about people on the basis of their gender, ethnicity, race, or political, social, professional, or religious group.	People from big cities are unfriendly.
Attacking the person, or name-calling	An attempt to discredit an idea by attacking the person or group associated with it. Candidates often engage in name-calling during political campaigns.	The mayor's new program was developed by a fool.
Evading the issue	Refuting an objection with arguments and evidence that do not address its central point	Yes, I broke the window, but then I mowed the lawn—doesn't the lawn look nice?
Non sequitur	A conclusion that does not follow logically from the "proof" offered to support it. A non sequitur is sometimes used to win an argument by diverting the reader's attention to proof that can't be challenged.	I'm against building the new stadium because I've lived in this town my whole life.
False cause	The mistake of assuming that because one event occurred after another event, the first event caused the second one to occur	My brother sang in the shower this morning, so when he auditioned for the spring musical this afternoon, he got the lead role.
False analogy	A comparison that doesn't hold up because of a critical difference between the two subjects	If you are unable to understand T. S. Eliot, you probably won't understand modernism.
Hasty generalization	A conclusion drawn from too little evidence or from evidence that is biased	My job interview did not go well. I'll never get a job.

PRACTICE AND APPLY

Look for examples of faulty reasoning in the following argument. Identify each one and explain why you identified it as such.

Let's address the proposed expansion of our airport. Opponents claim that the land west of the airport is wetlands, and that we can't build on wetlands. Those people are dreamy-eyed do-gooders. Of course you can build on wetlands. Like my father said before me—hard work pays off and you get what you want. We are now competing internationally, so we need to expand in order to be competitive globally. If we expand runways, it will solve all our city's problems.

5.4 EVALUATING PERSUASIVE TEXTS

Learning how to evaluate the credibility of persuasive texts by identifying bias will help you become more selective when doing research and also help you improve your own reasoning and arguing skills. **Bias** is an inclination for or against a particular opinion or viewpoint. A writer may reveal a strongly positive or negative opinion on an issue by presenting only one way of looking at it or by heavily weighting the evidence on one side of the argument. Additionally, the presence of either of the following is often a sign of bias:

Loaded language consists of words with strongly positive or negative connotations that are intended to influence a reader's attitude.

EXAMPLE: *A vote for our candidate is a vote to secure your financial future, to ensure safe streets for your children, and to guarantee prosperity for people of all ages.* (*Secure future, safe for children, and guarantee prosperity* are phrases of loaded language with positive connotations.)

Propaganda is any form of communication that is so distorted that it conveys false or misleading information. Many logical fallacies, such as name-calling, the either/or fallacy, and false causes, are often used in propaganda. The following example shows an oversimplification. The writer uses one fact to support a particular point of view but does not reveal another fact that does not support that viewpoint.

EXAMPLE: *Since that new restaurant opened on our block, it is impossible to find a parking place on the street.* (The writer does not include the fact that two new apartment buildings recently opened, adding to the demand for street parking.)

For more information, see *Identifying Faulty Reasoning*, page R22.

Strategies for Evaluating Evidence

It is important to have a set of standards by which you can evaluate persuasive texts. Use the questions below to help you critically assess facts and opinions that are presented as evidence.

- **Are the facts presented verifiable?** Facts can be proved by eyewitness accounts, authoritative sources such as encyclopedias and almanacs, experts, or research.
- **Are the claims presented credible?** Any opinions offered should be supported by facts, research, eyewitness accounts, or the opinions of experts on the topic.
- **Is the evidence thorough?** Thorough evidence leaves no reasonable questions unanswered. If a choice is offered, background for making the choice should be provided. If taking a side is called for, all sides of the issue should be presented.
- **Is the evidence biased?** Be alert to evidence that contains loaded language and other signs of bias.
- **Is the evidence authoritative?** The people, groups, or organizations that provided the evidence should have credentials that verify their credibility.
- **Is it important that the evidence be current?** Where timeliness is crucial, as in the areas of medicine and technology, the evidence should reflect the latest developments in the areas.

PRACTICE AND APPLY

Read the argument below. Identify the facts, opinions, and elements of bias.

It is time to end the logging industry's destruction of the world's oldest and largest rain forests. Despite protests from environmentalists and conservationists, nature-hating, big-money interests still pay millions to have pristine forests mowed down, just to make roads! This is so their toxic, diesel-pumping logging trucks can haul cut-up pieces of the world's most precious woodlands to the mills. The worst part is that taxpayers fund the whole process—to the tune of \$60 million a year. I don't know about you, but I'm going to make sure my hard-earned money isn't contributing to the destruction of the planet.

Strategies for Evaluating an Argument

Make sure that all or most of the following statements are true:

- The argument presents a claim or thesis.
- The claim is connected to its support by a **general principle**, or assumption, that most readers would readily agree with. Valid general principle: *It is the job of a corporation to provide adequate health benefits to full-time employees.* Invalid general principle: *It is the job of a corporation to ensure its employees are healthy and physically fit.*
- The reasons make sense.
- The reasons are presented in a logical and effective order.
- The claim and all reasons are adequately supported by sound, credible evidence.
- The evidence is adequate, accurate, and appropriate.
- The logic is sound. There are no instances of faulty reasoning.
- The argument adequately anticipates and addresses reader concerns and counterclaims with counterarguments.

PRACTICE AND APPLY

Use the preceding criteria to evaluate the strength of the following editorial.

This city should submit a bid to host the summer Olympics. The building and development to plan such an event would take years, but it would also create jobs, lower unemployment, and boost the city's economy. We must face facts: either we submit a bid to host the games, or our city will never grow.

Families citywide would be ecstatic to think that talented, famous people from all over the world would be invited to their lovely communities. There's no doubt families would open up their homes to guests from overseas, because they want our city to be considered the friendliest in the United States.

Some people claim that being a host city is not as important as building new schools, so surplus money should go toward education. These antagonists have simply been too lazy to do proper research. Two other U.S. cities that have hosted the games profited immensely, which means our city could put millions of dollars toward education after the games. You wouldn't want to deprive your child the chance to see Olympic athletes in action, would you?

We can't afford not to make the bid—and we can't afford not to win it! If the mayor decides not to put in a bid for our city, he'll be just like every other politician, always making wrong choices. So, write a letter to your alderman today, encouraging a vote for the summer games. Our city will be better for it.

6 Adjusting Reading Rate to Purpose

You may need to change the way you read certain texts in order to understand what you read. To properly adjust the way you read, you need to be aware of what you want to get out of the text you are reading. Once you know your purpose for reading, you can adjust the speed at which you read in response to your purpose and the difficulty of the material.

Determine Your Purpose for Reading

You read different types of materials for different purposes. You may read a novel for enjoyment. You may read a textbook unit to learn a new concept or to master the content for a test. When you read for enjoyment, you naturally read at a pace that is comfortable for you. When you read for information, you need to read material more slowly and thoroughly. When you are being tested on material, you may think you have to read fast, especially if the test is being timed. However, you can actually increase your understanding of the material if you slow down.

Determine Your Reading Rate

The rate at which you read most comfortably is called your **independent reading level**. It is the rate that you use to read materials that you enjoy. To learn to adjust your reading rate to read materials for other purposes, you need to be aware of your independent reading level. You can figure out your reading level by following these steps:

1. Select a passage from a book or story you enjoy.
2. Have a friend or classmate time you as you begin reading the passage silently.
3. Read at the rate that is most comfortable for you.
4. Stop when your friend or classmate tells you one minute has passed.
5. Determine the number of words you read in that minute and write down the number.
6. Repeat the process at least two more times, using different passages.
7. Add the numbers and divide the sum by the number of times your friend timed you. The number you end up with is the average number of words you read per minute—your independent reading rate.

Reading Techniques for Informational Material

Use the following techniques to adapt your reading for informational texts, to prepare for tests, and to better understand what you read:

- **Skimming** is reading quickly to get the general idea of a text. To skim, read the title, headings, graphic aids, highlighted words, and first sentence of each paragraph. In addition, read any introduction, conclusion, or summary. Skimming can be especially useful when taking a test. Before reading a passage, you can skim questions that follow it in order to find out what is expected and better focus on the important ideas in the text.
When researching a topic, skimming can help you determine whether a source has information that is pertinent to your topic.
- **Scanning** is reading quickly to find a specific piece of information, such as a fact or a definition. When you scan, your eyes sweep across a page, looking for key words that may lead you to the information you want. Use scanning to review for tests and to find answers to questions.
- **Changing pace** is speeding up or slowing down the rate at which you read parts of a particular text. When you come across familiar concepts, you might be able to speed up without misunderstanding them. When you encounter unfamiliar concepts or material presented in an unpredictable way, however, you may need to slow down to process and absorb the information better.

WATCH OUT! Reading too slowly can affect your ability to comprehend what you read. Make sure you aren't just reading one word at a time.

PRACTICE AND APPLY

Find an article in a magazine or textbook. Skim the article. Then answer the following questions:

1. What did you notice about the organization of the article from skimming it?
2. What is the main idea of the article?