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Purpose

In Harmony is the first text in a two-part series that features a comprehensive, integrated approach to reading and writing that is developed through structured, sequential instruction and guided practice. In Harmony focuses on sentence- and paragraph-level reading and writing skills, while the second text, In Concert, focuses on paragraph- and essay-writing skills.

Re-visualization of In Harmony for the Third Edition

The first edition of In Harmony was a unique and successful response to the need for a textbook that combined college reading and writing skills. While the book was well received by many instructors, the market continued to evolve since its publication. The second edition moved significantly closer toward integration of skills through a change in pedagogy with each chapter teaching reading and writing through the medium of student and professional readings. The third edition furthers the integration by strengthening the thematic approach initiated in the second edition and adding new features designed to meet the changing needs of our target audience.

The thematic approach sharpens the focus of the instructional material, producing a book that more effectively addresses the needs of the evolving integrated reading/English curriculum. I am pleased to have created a book that integrates these skills—a book that demonstrates that reading and writing do work together—in harmony.

New to the Third Edition

Each of the following changes and new features moves the third edition of In Harmony further toward integrated thematic instruction.

- **Updated Thematically Related Readings.** The student and professional essays in all chapters now focus on a single theme, providing instructors with material that can be used for discussion, as well as teaching comparison and contrast, synthesis, and an analysis of ideas and sources.

  The themes are
  - interpersonal relationships
  - living between two worlds
  - digital communication
  - food waste
The thematic organization of each chapter now includes the following new or revised features:

- **Thematic Introduction.** Each chapter theme is briefly introduced before the first reading providing context and background information for the theme. This introduction engages students and focuses their attention on the theme.

- **Look It Up! Feature.** For each theme, students are given a topic related to the chapter theme to explore on their smartphones (or using that of a classmate for those who do not have smartphone access) and asked to formulate a written response. This activity gives academic relevance and validity to smartphones as a research tool and as an aid to reading, research, and writing.

- **Making Connections Between the Readings.** Following the second thematic reading in each chapter is a set of paragraph- and essay-writing activities. These activities enable students to compare and contrast the readings, analyze the writing features of the readings, and synthesize ideas.

- **Revised Thematic Reader.** A new theme has been added to Part Six, Thematic Reader. The new theme of poverty in America provides readings on three related topics: childhood poverty, event poverty, and food poverty in college.

- **NEW! Ten Professional Readings.** In general, the professional essays new to this edition are more challenging and more representative of readings that might be assigned in academic courses. New essay topics include emoji as a language, freegans, effects of Google, paying it forward, childhood poverty, event poverty, food poverty among college students, love across cultures, human-dog relationships, and physician dishonesty.

**Features**

The third edition of *In Harmony* presents deep integration of reading and writing skills designed to meet the needs of developing readers and writers and includes the following features.

- **Integrated Reading and Writing Process Instruction.** Part One provides an introduction to both reading and writing skills and offers important vocabulary instruction and practice for readers and writers. Part Two guides students in reading, writing, organizing, and revising paragraphs. Part Three addresses reading, thinking, and writing about essays. Part Four combines sentence and grammar coverage in the context of reading and writing sentences. Part Five offers a handbook on grammar basics.

- **Deep Integration of Reading and Writing in Chapters 1 and 2.** Chapter 1, “An Overview of the Reading Process (with Writing),” presents the steps in the reading process (pre-, during, and after) and shows students how to write while reading to identify (highlight, annotate) and organize (map, outline)
key information. It also shows students how to write to condense, summarize, and recall information after reading (paraphrase, summarize, review, and reflect). The professional essay, “Liking and Loving: Interpersonal Attraction,” provides practice in applying reading and writing skills. Chapter 2, “An Overview of the Writing Process (with Reading),” begins by connecting the writing process to the reading process, showing the similarities in the stages of the two processes and in the terminology used in both. The chapter integrates reading and writing using the professional essay “Afghanistan: Where Women Have No Choice” as an annotated model of good writing and by following a student writer from prewriting through revision.

- **Use of Student and Professional Essays to Teach Chapter Skills.** Chapters 1–10 effectively integrate reading and writing. The professional reading and/or the student essay appears in the front of the chapter to become the focus of instruction. Students can study the professional reading as an effective writing model, and instructors can use it for instruction in and practice with the reading strategies taught in the chapter. Students can study the student essay as an achievable model for their own writing, and the writing instruction in the chapter draws on this essay for examples and practice exercises as students create their own paragraphs or essay.

- **Thematic Reader.** Because an increasing number of instructors prefer to teach writing in the context of reading and responding to professional articles and textbook selections, this edition includes a revised Part Six, titled “Thematic Reader: Writing in Response to Reading.” The two other themes in the reader are on expected and unexpected relationships and medical ethics. The reader starts out with a new theme on poverty in America and provides readings on three related topics: childhood poverty, event poverty, and food poverty among college students. The two other themes in the reader are on expected and unexpected relationships and medical ethics. This rich offering of professional articles and textbook excerpts provides instructors an opportunity to choose the readings best suited to their students’ needs and skill levels. Each theme is followed by exercises and activities in a similar format to those accompanying the professional readings within the chapters. Synthesis activities and essay writing assignments follow each theme.

- **Coverage of Critical Thinking.** To handle college-level work and to be well prepared for freshman composition classes, students need to be able to think critically about what they read as well as respond in writing to what they have read. Critical-thinking skills are introduced in Chapter 1. Chapter 9 addresses specific critical-thinking skills for both reading and writing. Questions that encourage students to think and write critically are included in the “Thinking Critically: An Integrated Perspective” section that follows each professional reading.

- **Visual Literacy.** Reading and interpreting visuals are introduced in Chapter 1, where students learn to read and interpret a variety of visuals and to think critically about them. Each chapter opens with a visual that demonstrates the purpose of the chapter; within chapters, the marginal icon “Visualize It!” identifies useful maps and diagrams; and the apparatus of each professional reading contains a question about interpreting visuals.

- **Vocabulary Coverage.** Because a strong vocabulary is important to both readers and writers, vocabulary-building skills are emphasized throughout the book. Chapter 3 presents an introduction to vocabulary and provides strategies for decoding the meaning of unfamiliar words, including using
context clues, word parts, and dictionaries and thesauruses. It also discusses
denotative and connotative meanings and the use of creative language. A
Strengthening Your Vocabulary section follows each professional reading.

- **Sentence and Grammar Coverage.** Part Four focuses on sentence-level read-
ing and writing skills. *Chapters 11–15* provide thorough coverage of essential
sentence skills and major sentence error identification and correction topics,
while more specific aspects of correctness and clarity are treated in **Part Five: A
Brief Grammar Handbook.**

- **Coverage of Writer’s Techniques.** The exercises and activities following the
professional readings include the section, “Thinking Critically: An Integrated
Perspective.” Questions in this section guide students in analyzing the strat-
egies and techniques the writer used in the essay, encourage students to think
and write critically, provide an opportunity for journal writing and discus-
sion, and include questions about visuals that accompany the reading.

- **Introductory Material on Reading and Writing Using Sources.** As prepa-
ration for college courses that require the use of sources in writing academic
papers, *Chapter 10* offers a brief overview of identifying appropriate sources,
taking notes, using quotations, and avoiding plagiarism.

**Chapter Features**

Every chapter includes the following features in addition to those related to the
thematic structure of the book:

- **Visual and Engaging Chapter Openers.** Each chapter opens with a photo-
  graph or other image that emphasizes the thematic topic, generates interest,
  and connects the topic of the chapter to their experience. This feature gets
  students writing immediately about chapter-related content.

- **Learning Objectives Tied to Interactive Summaries.** Learning objectives at
  the beginning of each chapter (and repeated next to relevant section heads)
  identify what students can expect to learn and correspond directly to the end-
of-chapter interactive summaries that students can use to check their recall of
  chapter content.

- **Visualize It!** Many chapters contain idea maps that show how paragraphs
  and essays are organized from both a reading and a writing perspective. The
  professional readings also contain partially completed maps for students to
  finish.

- **“Need to Know” Boxes.** These boxes summarize key concepts and strategies
  in an easy reference format.

- **Linked Writing Exercises.** Writing in Progress exercises guide students step
  by step through the writing process.

- **Collaborative Activities.** Many chapters contain collaborative activities
designed to help students apply skills and learn from their peers.

- **Read and Revise.** *Chapters 4–15* each contain a Read and Revise activity in
  which students are asked to read, analyze, and revise sample student writing
  that contains errors that pertain to the topics taught in the chapter.
Writing About the Reading at MyLab Reading & Writing Skills. All of the exercises (except for Examining the Reading Using an Idea Map) that follow each of the professional readings can now be completed online in MyLab Reading & Writing Skills.

MyLab Reading & Writing Skills. MyLab Reading & Writing Skills is an online homework, tutorial, and assessment program designed to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts.

A Personalized Learning Experience. MyLab Reading & Writing Skills can improve students’ reading and writing by offering personalized and adaptive instruction, with integrated learning aids that foster student understanding of skills and ideas.

Self-Study or Instructor-Driven Learning. MyLab Reading & Writing Skills can be set up to fit your specific class needs, whether you seek reading and writing support to complement what you teach in class, a way to easily administer many sections, or a self-paced environment for independent study.

Integrated Reading and Writing Content. MyLab Reading & Writing Skills delivers content that reflects the way in which an integrated reading/writing curriculum is delivered. Assignments in the MyLab enable students to practice their reading skills and write in response to that reading—thus offering real integration that better promotes transference of those skills to college level work.

Reading Levels in Annotated Instructor’s Edition. A Lexile® measure—the most widely used reading metric in U.S. schools—provides valuable information about a student’s reading ability and the complexity of text. It helps match students with reading resources and activities that are targeted to their ability level. Lexile measures indicate the reading levels of content in MyLab Reading & Writing Skills and the longer selections in the Annotated Instructor’s Editions of all Pearson’s reading books. See the Annotated Instructor’s Edition of In Concert and the Instructor’s Manual for more details.

Instructor Support and Professional Development

Pearson is pleased to offer a variety of support materials to help make teaching reading and writing easier for instructors and to help students excel in their coursework.

Annotated Instructor’s Edition (ISBN 0133955990/9780133955996). The AIE offers in-text answers to all exercises, practice sets, and reading/writing assignments. It also indicates which activities are offered simultaneously in MyLab Reading & Writing Skills. It is a valuable resource for experienced and first-time instructors alike.
Online Instructor's Manual (ISBN 0133944972/9780133944976). The material in the IRM is designed to save instructors time and provide them with effective options for teaching the integrated reading/writing course. It offers suggestions for setting up their course, provides sample syllabus models, provides lots of extra practice for students who need it, and is an invaluable resource for adjuncts.

Test Bank (ISBN 0133944999/9780133944990). An abundance of extra practice exercises are included in the Test Bank for In Harmony. The Test Bank can also be used to create tests in Pearson’s MyTest (9780133945003/0133945006) test creation tool.

PowerPoint Presentation (ISBN 0133944980/9780133944983). PowerPoint presentations have been created to accompany each chapter of In Harmony and consists of classroom ready lecture outline slides, lecture tips, classroom activities, and review questions.

Answer Key (0133944964/9780133944969). The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download from the Instructor Resource Center.

Professional Development
Pearson offers a variety of professional development programs and resources to support full- and part-time instructors. These include Pedagogy & Practice, an open-access digital resource gallery [http://pedagogyandpractice.pearsonhighered.com/], and our Speaking About English online conference series, featuring scholar/educators addressing pedagogical topics via web-based presentations. These conferences are held twice a year and are free to attend. Information about future conferences, as well as archives of past sessions, can be found on the conference website [http://www.pearsonhighered.com/speakingabout/english/]. Updated information about any and all of these Partnership Programs can always be found on our catalog page [http://www.pearsonhighered.com/english/].

MyLab Reading & Writing Skills
https://www.pearsonmylabandmastering.com/northamerica/myskillslab/
Reach every student by pairing this text with MyLab Reading & Writing Skills
MyLab™ is the teaching and learning platform that empowers you to reach every student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter your course with varying skill levels, MyLab can help you identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at www.pearson.com/mylab/reading-and-writing-skills.

Empower each learner: Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need—when and where they need it—to be successful.
MyLab diagnoses students' strengths and weaknesses through a pre-assessment known as the Path Builder, and offers up a personalized Learning Path. Students then receive targeted practice and multimodal activities to help them improve over time.

MyLab Reading & Writing Skills uses The Lexile® Framework for Reading to diagnose a student’s reading ability. After an initial Locator Test, students receive readings and practice at their estimated reading level. Throughout the course, periodic diagnostic tests incrementally adjust their level with increasing precision.

NEW! Available for select MyLab courses, Skill Builder offers adaptive practice that is designed to increase students' ability to complete their assignments. By monitoring student performance on homework, Skill Builder adapts to each student's needs and provides just-in-time, in-assignment practice to help build confidence.

Teach your course your way: Your course is unique. So whether you'd like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create your course to fit your needs.

Improve student results: When you teach with MyLab, student performance improves. That’s why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.
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