Brief Contents

PART ONE GETTING STARTED 1
Chapter 1 An Overview of the Reading Process (with Writing) 1
Chapter 2 An Overview of the Writing Process (with Reading) 41
Chapter 3 Vocabulary: Working with Words 73

PART TWO READING AND WRITING PARAGRAPHS 113
Chapter 4 Main Ideas and Topic Sentences 113
Chapter 5 Details, Transitions, and Implied Main Ideas 146
Chapter 6 Patterns of Organization: Chronological Order, Process, Narration, and Description 186
Chapter 7 Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast 223
Chapter 8 Revision and Proofreading 262

PART THREE READING, WRITING, AND REVISING ESSAYS 290
Chapter 9 Reading and Thinking Critically About Text 290
Chapter 10 Reading and Writing Essays 324

PART FOUR SENTENCE BASICS AND GRAMMAR ESSENTIALS 364
Chapter 11 Complete Sentences Versus Sentence Fragments 364
Chapter 12 Run-On Sentences and Comma Splices 388
Chapter 13 Using Verbs Correctly 405
Chapter 14 Combining and Expanding Your Ideas 425
Chapter 15 Revising Confusing and Inconsistent Sentences 443

PART FIVE A BRIEF GRAMMAR HANDBOOK 467

PART SIX THEMATIC READER: WRITING IN RESPONSE TO READING 545
Credits 589
Index 591
Understand What Writing Is and Is Not 42
Get the Most Out of Your Writing Class 42
Take a Positive Approach to Writing 43
Keep a Journal 43
Use Peer Review 44
Connect the Reading and Writing Processes 45

Chapter Theme: Living Between Two Worlds 46

Look It Up! 46

Examining Professional Writing  “Afghanistan: Where Women Have No Choice,” Kevin Sieff 47

Six Steps in the Writing Process 50

Examining Student Writing  “The Space In-Between,” Santiago Quintana Garcia 52

Step One: Generate Ideas  53
  Freewriting 53
  Brainstorming 54
  Branching 54

Step Two: Consider Audience and Purpose 55
  Consider Your Audience 55
  Write for a Purpose 57

Step Three: Organize Ideas 57
  Outlining 57
  Idea Mapping 58

Step Four: Write a First Draft Paragraph or Essay 58
  Paragraph Structure 59
  Essay Structure 60
  Draft a Paragraph or Essay 62

Step Five: Revise Drafts  64
  How to Know What to Revise 65

Step Six: Proofread 66

Read and Respond: A Student Essay  “The Space In-Between,” Santiago Quintana Garcia 67

Read and Respond: A Professional Essay  “Afghanistan: Where Women Have No Choice,” Kevin Sieff 68

Self-Test Summary  71

Chapter 3  Vocabulary: Working with Words 73

Why Is Vocabulary Important? 74

Figure Out Unknown Words: A Strategy 74

Chapter Theme: Digital Communication 74

Look It Up! 75

Examining Professional Writing  “Emoji—Trendy Slang or a Whole New Language?”
  Nick Stockton 75
Reading: Use Context Clues 77
Use Word Parts 84
   What You Need to Know About Using Word Parts 85
   Prefixes 85
   Roots 89
   Suffixes 91
   How to Use Word Parts 94
Use a Dictionary Effectively 95
   Types of Dictionaries 95
   Using a Dictionary 96
   Selecting Appropriate Meanings 97
Use a Thesaurus to Find Synonyms and Antonyms 98
   Using a Thesaurus 98
Understand Denotative and Connotative Language 101
Use Creative Language 102
   Figurative Language 102
   Idioms 103
   Euphemisms 104
Learn Vocabulary in College Courses 105
   Learn Vocabulary in Classes and Lectures 105
   Vocabulary in College Textbooks 106
   Write to Learn: Keeping a Vocabulary Log 107
   Use Flashcards 107
   Tips for Using the Words You Learn 107
Read and Respond: A Professional Reading
   "Emoji—Trendy Slang or a Whole New Language?" Nick Stockton 108
Self-Test Summary 111

PART TWO
READING AND WRITING PARAGRAPHS 113

Chapter 4 Main Ideas and Topic Sentences 113
What Are Topics, Main Ideas, and Topic Sentences? 114
   Chapter Theme: Food Waste 115
   Look It Up! 115
      Examing Professional Writing
      "This Guy Spends $2.75 a Year on Food and Eats Like a King" Casey Williams 116
Reading: Understand General Versus Specific Ideas 117
   Applying General and Specific to Paragraphs 119
Identify and Select Topics 120
   Reading: Locate the Topic of a Paragraph 120
   Writing: Select a Topic 123
      Examining Student Writing
      "Reducing Food Waste in the United States," Alex Boyd 123
Ensure Your Topic Is Not Too Broad or Too Narrow 125
Chapter 5  Details, Transitions, and Implied Main Ideas  146
What Are Supporting Details, Transitions, and Implied Main Ideas?  147

Chapter Theme: Life “On the Grid”  147
Look It Up!  147

Examining Professional Writing  “Google Is Making You More Forgetful. Here’s Why That’s a Good Thing,” Caitlin Dewey  148

Reading: Identify Supporting Details in a Paragraph  149
Distinguish Between Major and Minor Details  150
Recognize Types of Details  154
Examining Student Writing  “To Connect or Not to Connect,” Sarah Frey  158

Writing: Select and Organize Details to Support Your Topic Sentence  160
Relevant Details  160
Choose Specific Details  161
Include Sufficient Details  164
Use a Variety of Types of Supporting Details  165

Use Transitional Words and Phrases to Read and Write Paragraphs  166
Use Transitions to Read Paragraphs  166
Use Transitions When You Organize Paragraphs  170
Spatial Arrangement  172

Reading: Identify Implied Main Ideas  176
How to Know Whether You Have Made a Reasonable Inference  177
Read and Revise  180

Read and Respond: A Student Essay  “To Connect or Not to Connect,” Sarah Frey  181

Self-Test Summary  185

Chapter 6  Patterns of Organization: Chronological Order, Process, Narration, and Description  186
What Are Patterns of Organization?  187

Chapter Theme: Toward a Healthier Self  188
Look It Up!  188
## Detailed Contents

### Examining Professional Writing
- "Change Yourself, Change Your World," April Lynch, Barry Elmore, and Jerome Kotecki 189

### Reading and Writing Time Sequence: Chronological Order, Process, and Narration
- What Is Time Sequence? 193
- Read Chronological Order and Process 194

### Examining Student Writing
- "How to Pursue a Healthier Lifestyle," Kate Atkinson 197

#### Writing Process
- Write Process Paragraphs 200
- Write Narrative Paragraphs 205
- Select a Topic and Generate Ideas 206
- Write Your Topic Sentence 207
- Use Transitions 208

#### Read and Write Description
- What Is Description? 209
- Read Descriptive Paragraphs 210
- Write Descriptive Paragraphs 211
- Read and Revise 217

### Read and Respond: A Student Essay
- "How to Pursue a Healthier Lifestyle," Kate Atkinson 217

### Read and Respond: A Textbook Reading
- "Change Yourself, Change Your World," April Lynch, Barry Elmore, and Jerome Kotecki 218

### Self-Test Summary
221

### Chapter 7 Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast 223
- Why Use Patterns of Organization? 224

#### Chapter Theme: The Benefits of Creative Expression 224
- Look It Up! 224

### Examining Professional Writing
- "The Benefits of Listening to Music," Steven Cornelius and Mary Natvig 225

### Reading and Writing Example
- What Is an Example? 226
- Read Examples 227

### Examining Student Writing
- "Poetry and Healing," Amanda Keithley 230

### Writing Examples
- Write Examples 232

### Reading and Writing Cause and Effect
- What Is Cause and Effect? 236
- Read Cause and Effect 236
- Write Cause and Effect 239

### Reading and Writing Comparison and Contrast
- What Is Comparison and Contrast? 242
- Read Comparison and Contrast 243
Chapter 8  Revision and Proofreading  262

What Are Revision and Proofreading?  263
Read Carefully and Critically for Revision  263

Chapter Theme: The World of Dating  264
Look It Up!  264

Examining Student Writing "The Woes of Internet Dating," Claire Stroup  264

Revise Ineffective Paragraphs  266
Revise Ineffective Topic Sentences  266
Revise Paragraphs to Add Supporting Details  267

Use Idea Maps to Spot Revision Problems  270

Does Every Detail Belong, or Have You Strayed Off Topic?  270
Are the Details Arranged and Developed Logically?  272
Is the Paragraph Balanced and Not Repetitious?  275

Proofread for Correctness  279

Use Peer Review  281

Read and Revise  282

Read and Respond: A Student Essay "The Woes of Internet Dating," Claire Stroup  283

Read and Respond: A Textbook Reading "Finding a Mate: Not the Same as It Used to Be," James M. Henslin  283

Self-Test Summary  289

PART THREE  READING, WRITING, AND REVISIGN ESSAYS  290

Chapter 9  Reading and Thinking Critically About Text  290

What Is Critical Reading?  291

Chapter Theme: Paying It Forward  291
Look It Up!  291

Examining Professional Writing "The Business 9 Women Kept a Secret for Three Decades" Lori Weiss  292

How to Read Critically  294

Ask Critical Questions  295

Make Inferences  296
# Detailed Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Make Inferences as You Read</td>
<td>297</td>
</tr>
<tr>
<td>Inferences in Your Writing</td>
<td>302</td>
</tr>
<tr>
<td><strong>Examining Student Writing</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;No Man Is an Island&quot;: The Importance of Community Service,&quot; Juliette Simmons</td>
<td>303</td>
</tr>
<tr>
<td>Identify and Focus Purpose</td>
<td>305</td>
</tr>
<tr>
<td>Identify a Writer’s Purpose as You Read</td>
<td>305</td>
</tr>
<tr>
<td>Focus Your Purpose When You Write</td>
<td>306</td>
</tr>
<tr>
<td>Analyze and Consider Audience</td>
<td>308</td>
</tr>
<tr>
<td>Identify a Writer’s Audience as You Read</td>
<td>308</td>
</tr>
<tr>
<td>Consider Your Audience as You Write</td>
<td>310</td>
</tr>
<tr>
<td>Distinguish Between Fact and Opinion</td>
<td>311</td>
</tr>
<tr>
<td>Distinguish Between Facts and Opinions as You Read</td>
<td>311</td>
</tr>
<tr>
<td>Use Facts and Opinions in Your Writing</td>
<td>314</td>
</tr>
<tr>
<td>Recognize Bias</td>
<td>316</td>
</tr>
<tr>
<td>How to Detect Bias as You Read</td>
<td>316</td>
</tr>
<tr>
<td>Acknowledging Bias as You Write</td>
<td>319</td>
</tr>
<tr>
<td><strong>Read and Respond: A Student Essay</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;No Man Is an Island&quot;: The Importance of Community Service,&quot; Juliette Simmons</td>
<td>319</td>
</tr>
<tr>
<td><strong>Read and Respond: A Professional Essay</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;The Business 9 Women Kept a Secret for Three Decades,&quot; Lori Weiss</td>
<td>320</td>
</tr>
<tr>
<td>Self-Test Summary</td>
<td>322</td>
</tr>
</tbody>
</table>

## Chapter 10 Reading and Writing Essays  324

Use Strategies for Reading Essays                                     | 326  |

**Chapter Theme:** The Decline of Personal Privacy  327

Look It Up!  327

**Examining Professional Writing**  "Computer Technology, Large Organizations, and the Assault on Privacy," John Macionis  327

Use the Writing Process to Write Essays                               | 330  |

**Examining Student Writing**                                          |      |

Choose a Topic                                                        | 335  |
| Ensure Your Topic Is Not Too Broad                                   | 335  |
| Ensure Your Topic Is Not Too Narrow                                  | 336  |

Consider Audience and Purpose                                         | 338  |
| Consider Your Audience                                               | 338  |
| Consider Your Purpose                                                | 338  |

Develop a Thesis Statement                                            | 338  |
| Generate and Group Ideas for Your Thesis Statement                   | 339  |

Plan and Organize Your Essay                                          | 342  |
| Outline and Map                                                      | 342  |
| Consider Patterns of Development                                    | 343  |
Locate and Record Sources  343
  Tips for Finding Appropriate Sources  343
  Record Information from Sources  345
  What Is Plagiarism?  345
Draft Your Essay  347
  Write Your Introduction  347
  Draft Your Body Paragraphs  348
  Draft Your Conclusion  350
  Select a Title  351
  Document Your Sources  351
Revise Your Essay  354
  Revise Your Thesis Statement  354
  Revise an Underdeveloped Essay  355
  Revise a Disorganized Essay  357
  Use a Revision Map  358

Read and Respond: A Textbook Reading  "Computer Technology, Large Organizations, and the Assault on Privacy," John Macionis  360

Self-Test Summary  362

PART FOUR  SENTENCE BASICS AND GRAMMAR ESSENTIALS  364

Chapter 11  Complete Sentences Versus Sentence Fragments  364
  What Is a Complete Sentence?  365
  Identify Subjects and Predicates  365
    Subjects  365
    Predicates  367
  Identify Sentence Fragments  368
  Recognize and Correct Fragments Caused by Missing Subjects  369
  Recognize and Correct Fragments Caused by Missing Verbs  371
    How to Revise Fragments Without Complete Verbs  372
  Recognize and Correct Fragments Caused by Dependent Clauses  375
    Recognize Independent Clauses  375
    Recognize Dependent (or Subordinate) Clauses  375
    Correct Dependent Clause Fragments  378
    Recognize Dependent Clauses Beginning with Relative Pronouns  380
    Review How to Spot and Revise Fragments  382
    Read and Revise  385

Self-Test Summary  386
xii  DETAILED CONTENTS

Chapter 12  Run-On Sentences and Comma Splices  388
What Is Punctuation, and Why Is It Important to Use It Correctly?  389
Between-Sentence Punctuation  389
Within-Sentence Punctuation  389
Recognize and Correct Run-On Sentences  390
How to Recognize Run-On Sentences  390
How to Correct Run-On Sentences  392
Recognize and Correct Comma Splices  399
How to Recognize Comma Splices  399
How to Correct Comma Splices  399
Read and Revise  403
Self-Test Summary  404

Chapter 13  Using Verbs Correctly  405
What Is a Verb?  406
Recognize Forms of the Verb  406
Understand Verb Tense: An Overview  407
Use the Simple Tenses  407
The Simple Present Tense  407
The Simple Past Tense  409
The Simple Future Tense  409
Use Irregular Verbs Correctly  411
Three Troublesome Irregular Verbs  411
Other Irregular Verbs  414
Confusing Pairs of Irregular Verbs  414
Understanding Voice: Using Active Instead of Passive Voice  415
Avoid Errors in Subject–Verb Agreement  417
Agreement Rules  417
Common Errors  418
Read and Revise  423
Self-Test Summary  423

Chapter 14  Combining and Expanding Your Ideas  425
What Are Independent and Dependent Clauses?  426
Combine Ideas of Equal Importance  427
Method 1: Use a Comma and a Coordinating Conjunction  427
Method 2: Use a Semicolon  431
Combine Ideas of Unequal Importance  433
Make Less Important Ideas Dependent on More Important Ones  434
Use Punctuation to Combine Dependent and Independent Clauses  434
Write Compound–Complex Sentences 438
  Read and Revise  440
Self-Test Summary  441

Chapter 15 Revising Confusing and Inconsistent Sentences  443
What Is a Confusing or Inconsistent Sentence?  444
Use Pronouns Clearly and Correctly  444
  Pronoun Reference  444
  Pronoun–Antecedent Agreement  446
  Agreement with Indefinite Pronouns  449
Avoid Shifts in Person, Number, and Verb Tense  451
  Shifts in Person  451
  Shifts in Number  452
  Shifts in Verb Tense  453
Avoid Misplaced and Dangling Modifiers  455
  Types of Modifiers  455
  Misplaced Modifiers  456
  Dangling Modifiers  457
Use Parallelism  460
  What Should Be Parallel?  461
  Read and Revise  465
Self-Test Summary  466

PART FIVE A BRIEF GRAMMAR HANDBOOK 467
A. Understanding the Parts of Speech  469
B. Understanding the Parts of Sentences  489
C. Writing Correct Sentences  504
D. Using Punctuation Correctly  522
E. Managing Mechanics and Spelling  533
F. Error Correction Exercises  541
PART SIX   THEMATIC READER: WRITING IN RESPONSE TO READING   545

Theme 1   Poverty in America   546

READING 1:   (Article) "A Doctor’s Call for Action on Childhood Poverty,“ Daniel R. Taylor   546
READING 2:   (Textbook) "Event Poverty," William Kornblum and Joseph Julian   550
READING 3:   (Article) "Hungry, Homeless and in College,” Sara Goldrick-Rab and Katharine M. Broton   554

Read and Respond to the Theme   558
Making Connections   558
Writing About the Readings   558

Theme 2   Relationships: The Expected and Unexpected   558

READING 1:   (Textbook) "Love Across Cultures," Nijole V. Benokraitis   559
READING 2:   (Article) "Your Dog Can Make You Feel Better, and Here’s Why” Marlene Cimons   564
READING 3:   (Article) "How to Enjoy the Often Exhausting, Depressing Role of Parenthood,” Alice G. Walton   567

Read and Respond to the Theme   573
Making Connections   573
Writing About the Readings   574

Theme 3   Medical Ethics: Issues in Health Care and Human Well-Being   574

READING 1:   (Textbook) "Would You Like a Boy or a Girl?" Michael D. Johnson   575
READING 2:   (Article) "Kidneys from Felons? Prisoner Organ Donation Spurs Debate,” Kate Bennion   579
READING 3:   (Article) "Dishonest Doctors: Why Physicians Lie”, Otis Brawley   584

Read and Respond to the Theme   588
Making Connections   588
Writing About the Readings   588

Credits   589
Index   591
Preface

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-visionsing *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
PREFACE

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.

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**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 reading 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 strategies and techniques the writer used in the essay, encourage students to think and write critically, provide an opportunity for journal writing and discussion, and include questions about visuals that accompany the reading.

- **Introductory Material on Reading and Writing Using Sources.** As preparation 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 photograph 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
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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.

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