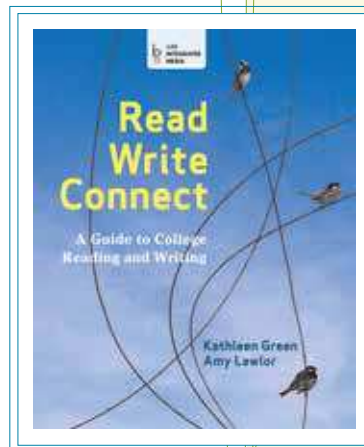


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Read, Write, Connect provides integrated instruction in reading and writing paragraphs and essays, complete coverage of research and grammar, and a thematic reader full of high-interest selections students will want to both read and write about. The text begins with a walk-through of the reading and writing processes and then moves on to a series of reading, writing, and grammar workshop chapters providing in-depth coverage of key topics like finding main ideas and drafting and organizing an essay.

Throughout, the text demonstrates that academic processes are recursive. As students move from the early chapters to later chapters, they reinforce and expand upon earlier learning, digging deeper into the material and their own ideas and building confidence along the way.

For sample chapters, more information about the book, and resources for course redesign, see bedfordstmartins.com/rwc.

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ABOUT the AUTHORS



Kathleen Green has over 20 years' experience teaching integrated reading/writing, composition, and literature courses. Kathleen is also currently teaching in the Veterans Learning Collaborative at Pasadena City College (PCC) and as a faculty tutor in the PCC writing center. Kathleen notes, "Our book is a way to 'scale up' ideal, one-on-one teaching moments."



Amy Lawlor has 15 years' experience teaching integrated reading/writing, reading, composition, and writing-across-the-curriculum courses. She is currently co-lead faculty for City College of San Francisco's accelerated course and, like Kathleen, calls curriculum and faculty development her primary professional interests outside the classroom.



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KEY FEATURES

As students move from early to later chapters, they dig deeper into the material and build confidence along the way.

Integrated Reading and Writing Instruction, with a uniquely flexible structure

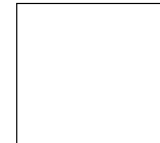
- **Chapters 1–4** provide step-by-step instruction, with cross-references to the workshops and grammar chapters, and include a complete unit of readings on the theme of financial literacy.
- **16 reading and writing workshop chapters** expand on key topics — such as building vocabulary, developing a thesis, and main idea — where students might need help.
- **13 grammar workshops** instruct by teaching students to find their own errors.
- **Three additional themed reading units** offer selections from many disciplines, including psychology, business, sociology, art, and education. Each unit also includes pre- and post-reading apparatus and writing assignments.

Scaffolded Pedagogy and Guided Practice

- **Students learn by practicing basic skills as they acquire more advanced skills:** For example, Chapter 1 introduces previewing, annotating, and summary writing; students use these skills in Chapters 2–4 as they practice critical reading and writing, in workshop chapters as they focus on particular skills, and in themed reading units where they read and write increasingly longer texts.
- **Practices, Projects, and Chapter Reviews** include activities ranging from previewing readings and charting ideas to finding and correcting errors.
- **Tips and Look Out boxes** help students develop both competence and confidence by teaching them to avoid and correct common errors in their own writing.

Thematically Organized Readings

- **Readings from a wide range of sources** cover fresh topics relevant to college learners, including fame and celebrity, public art, and siblings.
- **Online e-Pages offer multimodal readings** that take advantage of what the Web can do. For example, in the Siblings unit, students respond to a 20/20 video about a teenage girl and her autistic brother.



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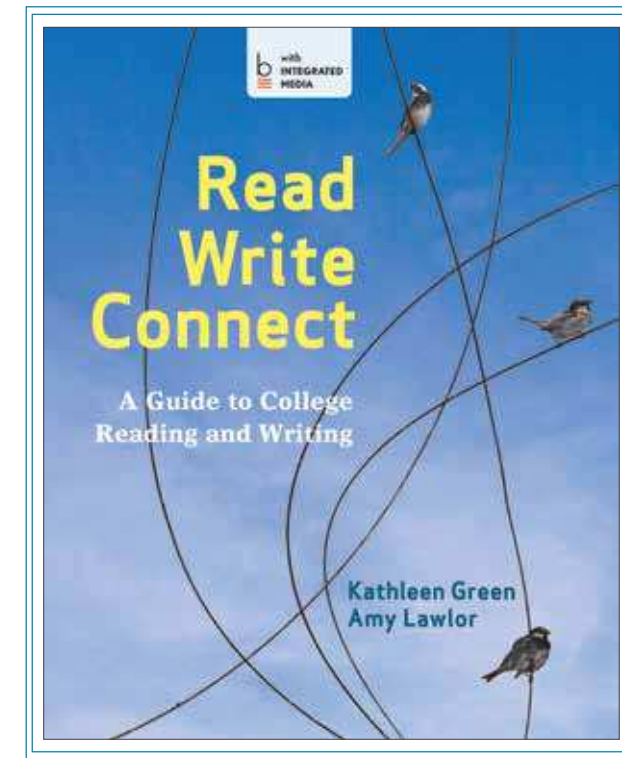
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— Mary Ellen Muesing,
University of North Carolina, Charlotte



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