

Day 1

Course Outline Words and Meaning 1

Class is from 10:00-11:30

Instructor: Chyna Andrews

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Helpful class website: classofchyna.weebly.com

You can leave me a phone message at 343-4331 or 658-9223

This class is designed to help you improve your vocabulary, spelling, and reading comprehension.

Text book: *Ten Steps to Advancing College Reading Skills, 5th Ed.* John Langan

You will be given copies of everything you need for class, but if you would like, you can buy the textbook we will be using. I have found used copies of this book available online for between \$5-\$10 dollars. There is no reason to buy it new. Please use the following search term to find exactly the right book: **isbn 1591942004**

Schedule of classes.

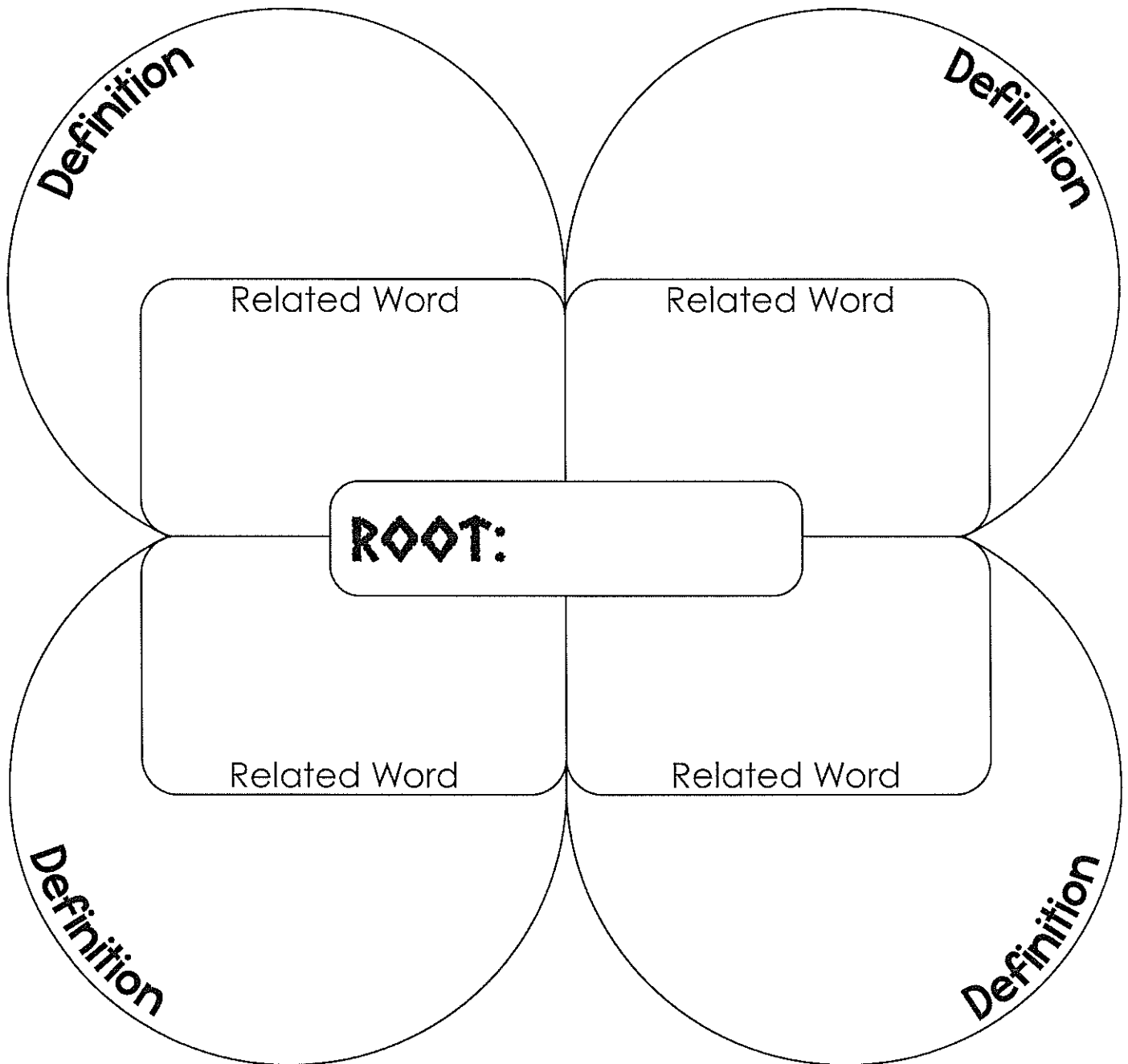
Week	Dates	Homework
Week 1	January 21 and 23	
Week 2	January 26- 29	
Week 3	February 2-5	
Week 4	February 9-12	
Mardi Gras	February 16-19	
Week 5	February 23-26	
Week 6	March 2-5	
Week 7	March 9-12	
Week 8	March 16-20	

Day 1

ROOT WORD GRAPHIC ORGANIZER

DIRECTIONS:

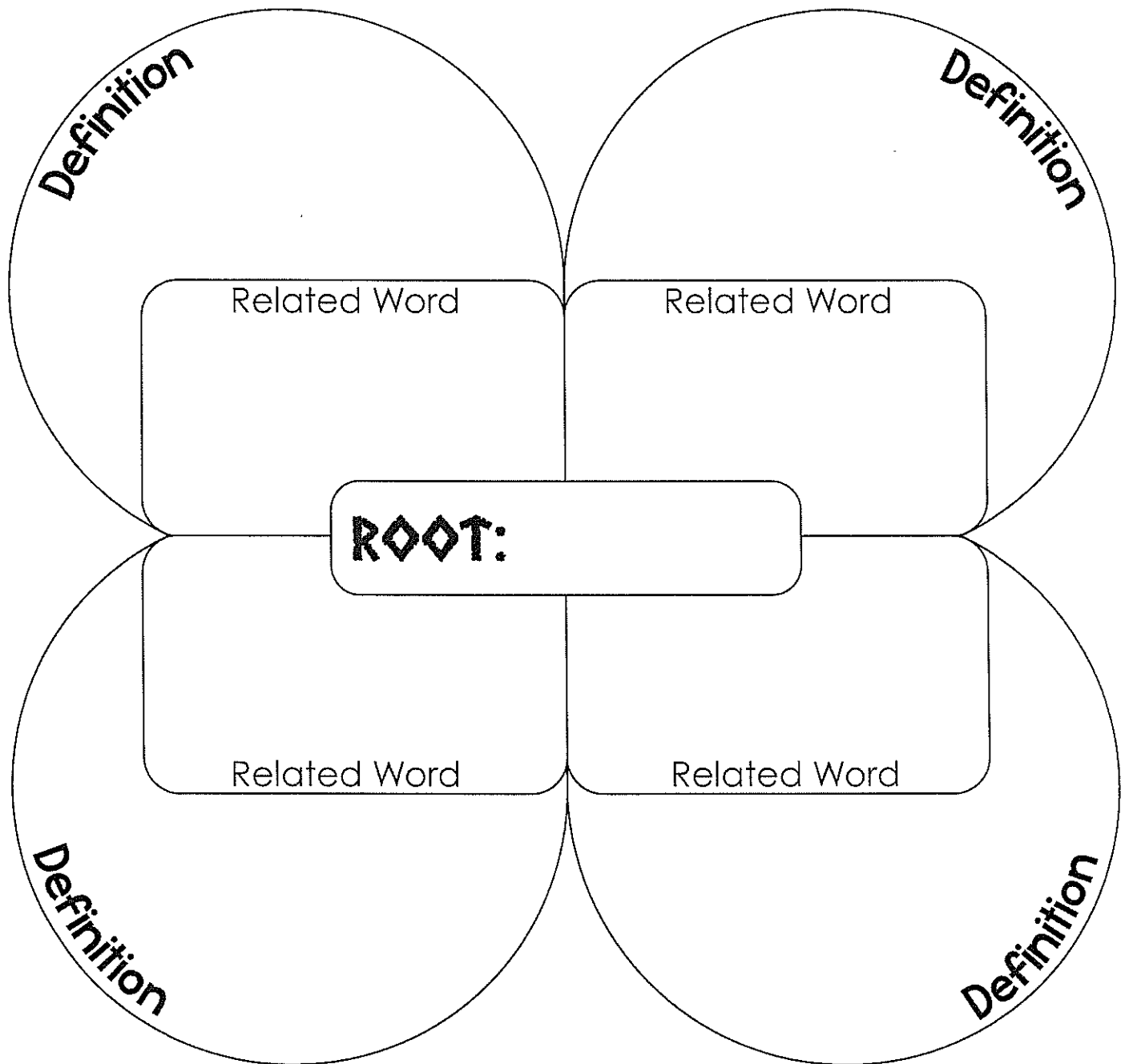
1. Chose a Latin or Greek root and write it in the middle rectangle.
2. Find four different words that are derived from that root and write them in the outer rectangles.
3. Write the definition of each word in the circles.
4. Optional: color and cut out.



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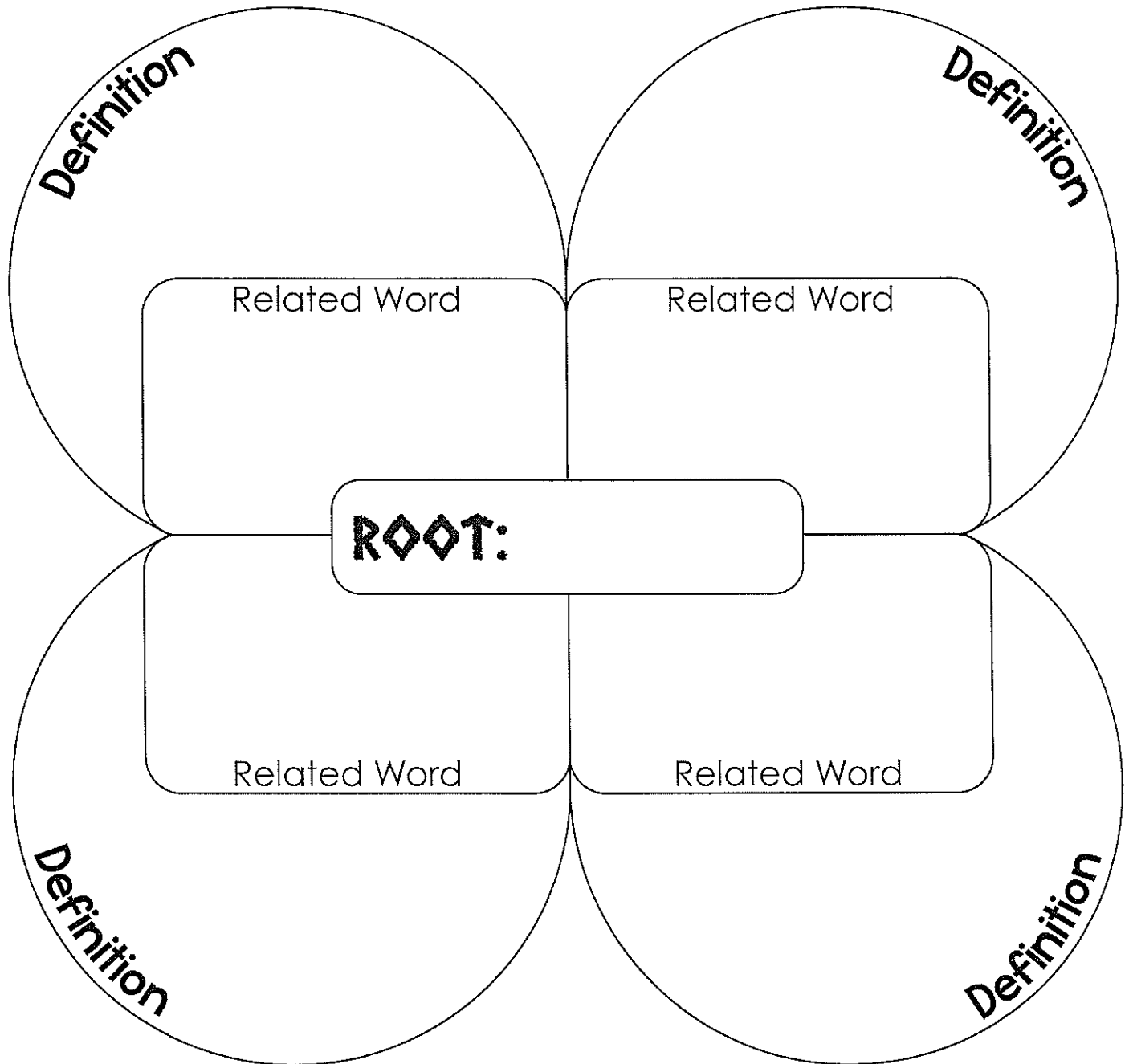
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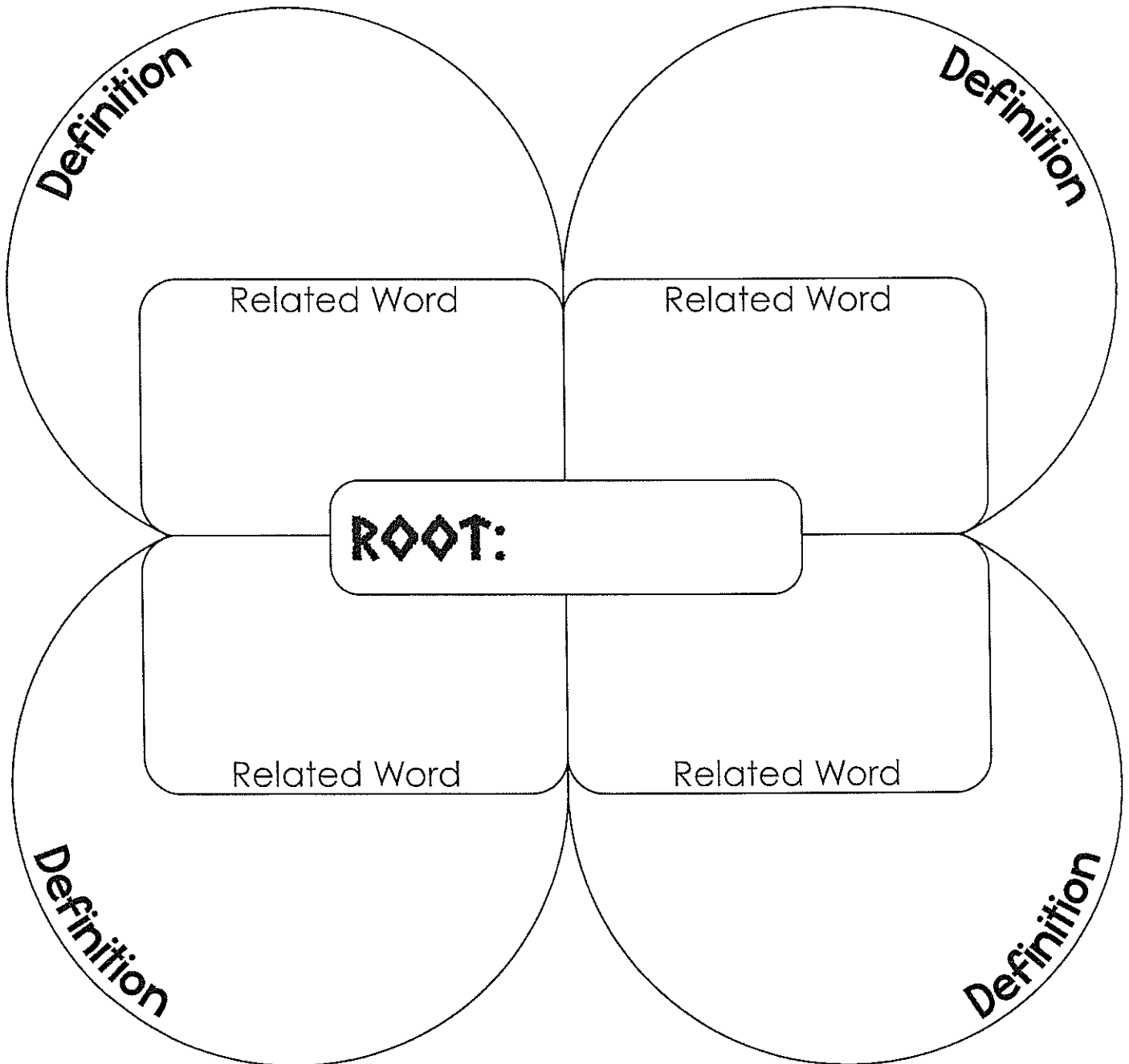
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1 How to Become a Better Reader and Thinker

The chances are that you are not as good a reader as you should be to do well in college. If so, it's not surprising. You live in a culture where people watch an average of *over seven hours of television every day!!!* All that passive viewing does not allow much time for reading. Reading is a skill that must be actively practiced. The simple fact is that people who do not read very often are not likely to be strong readers.

- How much TV do you guess you watch on an average day?

Another reason besides TV for not reading much is that you may have a lot of responsibilities. You may be going to school and working at the same time, and you may have a lot of family duties as well. Given your hectic schedule, you're not going to have much time to read. When you have free time, you're exhausted, and it's easier to turn on the TV than to open up a book.

- Do you do any regular reading (for example, a daily newspaper, weekly magazines, occasional novels)?
- When are you most likely to do your reading?

A third reason for not reading is that school may have caused you to associate reading with worksheets and drills and book reports and test scores. Experts agree that many schools have not done a good job of helping students discover the pleasures and rewards of reading. If reading was an unpleasant experience in school, you may have concluded that reading in general is not for you.

- Do you think that school made you dislike reading, rather than enjoy it?

Here are three final questions to ask yourself:

- Do you feel that perhaps you don't need a reading course, since you "already know how to read"?

- If you had a choice, would you be taking a reading course? (It's okay to be honest.)
- Do you think that a bit of speed reading may be all you need?

Chances are that you don't need to read *faster* as much as you need to read *smarter*. And it's a safe bet that if you don't read much, you can benefit enormously from the reading course in which you are using this book.

One goal of the book is to help you become a better reader. You will learn and practice ten key reading comprehension skills. As a result, you'll be better able to read and understand the many materials in your other college courses. The skills in this book have direct and practical value: they can help you perform better and more quickly—giving you an edge for success—in all of your college work.

The book is also concerned with helping you become a stronger thinker, a person able not just to *understand* what you read but to *analyze* and *evaluate* it as well. In fact, reading and thinking are closely related skills, and practice in thoughtful reading will also strengthen your ability to think clearly and logically. To find out just how the book will help you achieve these goals, read the next several pages.

How the Book Is Organized

The book is organized into five main parts:

Introduction (pages 1–13)

In addition to this chapter, which will give you a good sense of the book, there are two other parts to the introduction. "Some Quick Study Tips" presents four hints that can make you a better student. If I had time to say just four things to incoming college students, based on my thirty years of teaching experience, these are the things I would say. The final part of the introduction, "The Power of Reading," gives four reasons for developing the reading habit and also offers a reading challenge.

2 Some Quick Study Tips

While it's not my purpose in this book to teach study skills, I do want to give you four quick hints that can make you a better student. The hints are based on my thirty years of experience working with first-year college students and teaching reading and study skills.

TIP 1 The most important steps you can take to succeed in school are to go to every class and take a lot of notes. If you don't go to class, or you go but just sit there without taking notes, chances are you're heading for a heap of trouble.

TIP 2 Let me ask you a question: Which is more important—learning how to read a textbook or learning how to read your professor?

Write your answer here: _____

You may be surprised at the answer: What is far more important is learning how to read your professor—to understand what he or she expects you to learn in the course and to know for tests.

I remember becoming a good student in college only after I learned the truth of this statement. And I have interviewed hundreds of today's students who have said the same thing. Let me quote just one of them:

You absolutely have to be in class. Then you learn how to read the teacher and to know what he or she is going to want on tests. You could read an entire textbook, but that wouldn't be as good as being in class and writing down a teacher's understanding of ideas.

TIP 3 Many teachers base their tests mainly on the ideas they present in class. But when you have to learn a textbook chapter, do the following.

First, read the first and last few paragraphs of the chapter; they may give you a good overview of what the chapter is about.

Second, as you read the chapter, look for and mark off definitions of key terms and examples of those definitions.

Third, as you read the chapter, number any lists of items; if there is a series of items and you number the items 1, 2, 3, and so on, it will be easier to understand and remember them.

Fourth, after you've read the chapter, take notes on the most important material and test yourself on those notes until you can say them to yourself without looking at them.



TIP 4 Here's another question: Are you an organized person? Do you get out of bed on time, do you get to places on time, do you keep up with school work, do you allow time to study for tests and write papers?

If you are *not* an organized person, you're going to have trouble in school. Here are three steps to take to control your time:

First, pay close attention to the course outline, or *syllabus*, your instructors will probably pass out at the start of a semester. Chances are that the syllabus will give you the dates of exams and tell you when papers or reports are due.

Second, move all those dates onto a *large monthly calendar*—a calendar that has a good-sized block of white space for each date. Hang the calendar in a place where you'll be sure to see it every day—perhaps above your desk or on a bedroom wall.

Third, buy a small notebook and write down every day a "*to do*" list of things that need to get done that day. Decide which items are most important, and focus on them first. (If you have classes that day, going to those classes will be "A" priority items.) Carry your list with you during the day, referring to it every so often and checking off items as you complete them.

Questions

1. Of the four hints listed above, which is the most important one for you? Why?
2. Which hint is the second most important for you, and why?
3. You may not realize just how quickly new information can be forgotten. For example, how much class material do you think most people forget in just two weeks? Check (✓) the answer you think is correct.

___ 20 percent is forgotten within two weeks

___ 40 percent is forgotten within two weeks

___ 60 percent is forgotten within two weeks

___ 80 percent is forgotten within two weeks

The truth is that within two weeks most people forget almost 80% of what they have heard! Given that fact, what should you be sure to do in all your classes? _____

1

Vocabulary in Context

If you were asked to define the words *raucous*, *ubiquitous*, and *advocate*, you might have some difficulty. On the other hand, if you saw these words in sentences, chances are you could come up with fairly accurate definitions. For example, see if you can define the words in *italics* in the three sentences below.

Do not use a dictionary for this work. Instead, in each sentence, try the word you think is the answer. For example, put *boring* or *noisy* or *dangerous* into the sentence in place of *raucous* to see which one makes the best sense. Then, using a capital letter, write, in the space provided, the letter of the answer you have chosen.

— The homecoming celebration was *raucous*, with people wildly shouting and cheering, blowing whistles, and pounding on drums.

Raucous (rô'kəs) means

- A. boring. B. noisy. C. dangerous.

— Cell phones have become *ubiquitous*; you can see them—and hear them—everywhere.

Ubiquitous (yōō-bīk'wī-təs) means

- A. unaffordable. B. complicated. C. widespread.

— Those who *advocate* capital punishment often argue that it prevents crime, but those who oppose it say it has no such effect.

Advocate (ăd'və-kāt') means

- A. support. B. disregard. C. resist.

In each sentence above, the **context**—the words surrounding the unfamiliar word—provides clues to the word's meaning. You may have guessed from the context that *raucous* means "noisy," that *ubiquitous* means "widespread," and that *advocate* means "support."

Using context clues to understand the meaning of unfamiliar words will help you in several ways:

- It will save you time when reading. You will not have to stop to look up words in the dictionary. (Of course, you won't *always* be able to understand a word from its context, so you should always have a dictionary nearby as you read.)
- After you figure out the meaning of a particular word more than once through its context, it may become a part of your working vocabulary. You will therefore add to your vocabulary simply by reading thoughtfully.
- You will get a good sense of how a word is actually used, including any shades of meaning it might have.

Types of Context Clues

There are four common types of context clues:

- 1 Examples
- 2 Synonyms
- 3 Antonyms
- 4 General Sense of the Sentence or Passage

In the following sections, you will read about and practice using each type. The practices will sharpen your skills in recognizing and using context clues. They will also help you add new words to your vocabulary.

Remember *not* to use a dictionary for these practices. Their purpose is to help you develop the skill of figuring out what words mean without using a dictionary. Pronunciations are provided in parentheses for the words, and a brief guide to pronunciation is on pages 691–692.

1 Examples

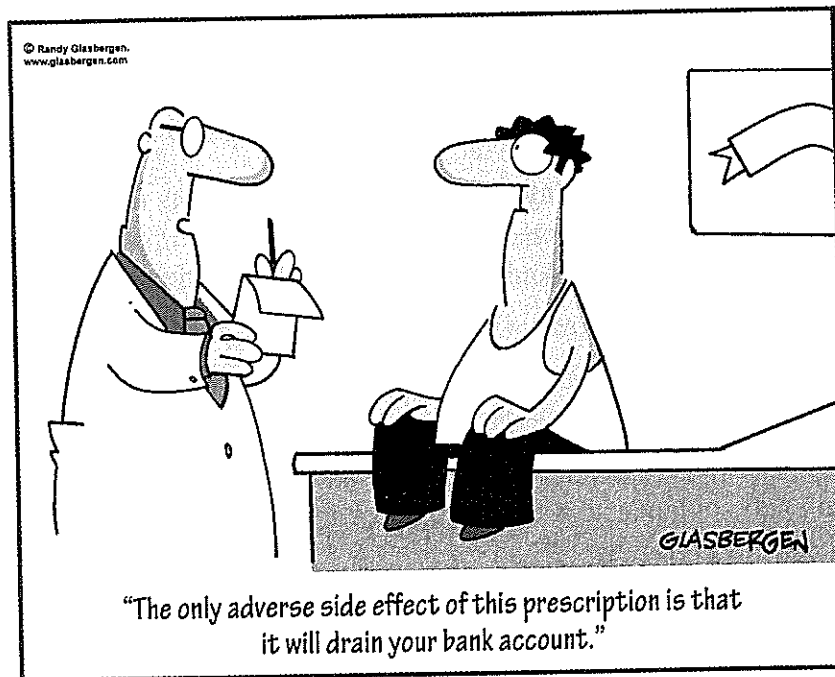
If you are given **examples** that relate to an unknown word, you can often figure out its meaning. To understand how this clue works, look again at the sentence on page 17: “The homecoming celebration was *raucous*, with people wildly shouting and cheering, blowing whistles, and pounding on drums.” The examples—people wildly shouting and cheering, blowing whistles, and pounding on drums—help you figure out that the word *raucous* means “noisy.”

Look also at the cartoon on the next page. What do you think the word *adverse* (ăd'vûrs') means?

_____ A. known

B. pleasant

C. harmful



Note that the example of an adverse side effect—it will drain the patient's bank account—helps you understand that *adverse* means "harmful."



Check Your Understanding

Now read the items that follow. An *italicized* word in each sentence is followed by examples that serve as context clues for that word. These examples, which are **boldfaced**, will help you figure out the meaning of each word. On each answer line, write the letter of the answer you think is correct. Then read the explanation that follows.

Note that examples are often introduced with signal words and phrases like *for example*, *for instance*, *including*, and *such as*.

- _____ 1. As they moved westward, early pioneers faced many *tribulations*, such as **scarce food**, **extreme weather**, and **loneliness**.

Tribulations (trīb'yə-lā'shənz) means

- A. criminals. B. hard decisions. C. great difficulties.

Hint: For this and all the exercises in this chapter, actually insert into the sentence the word you think is the answer. For example, substitute *criminals* or *hard decisions* or *great difficulties* in the sentence in place of *tribulations* to see which one fits.

- _____ 2. The neighborhood is so *affluent* that most residents have **Olympic-sized swimming pools, tennis courts, and luxury cars.**

Affluent (ăf' lōō-ənt) means

- A. wealthy. B. crowded. C. far away.

- _____ 3. Each of my coworkers has a strange *idiosyncrasy*. For instance, our receptionist **wears only pink.** The mail clerk **always speaks in a whisper.** And my office mate **lives on peanuts and apples.**

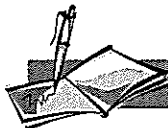
Idiosyncrasy (id' ē-ō-sing' krə-sē) means

- A. hidden thought. B. unusual goal. C. unusual personal trait.

Explanation

In each sentence, the examples probably helped you to figure out the meaning of the word in italics:

- In sentence 1, the examples of what the pioneers faced may have helped you realize that *tribulations* means “great difficulties.”
- In sentence 2, the examples—pools, tennis courts, and luxury cars—show that *affluent* means “wealthy.”
- Finally, the examples in sentence 3 indicate that an *idiosyncrasy* is an “unusual personal trait.”



PRACTICE 1: Examples

In each of the sentences below, underline the examples that suggest the meaning of the italicized word. Then write the letter of the meaning of that term on the answer line. Note that the last five sentences have been taken from college textbooks.

- _____ 1. There was obvious *animosity* between Carmen and Jack—for example, they glared at each other and refused to stay in the same room together.

Animosity (ăn' ə-mōs' ĭ-tē) means

- A. space. B. nothing. C. ill will.

- _____ 2. The mayor introduced various *stringent* financial measures, including cutting the police force in half and reducing the pay of all city employees.

Stringent (strĭn' jənt) means

- A. minor. B. severe. C. expensive.

- _____ 3. The police officer was trying to deal with two *distraught* people at once—a trembling mugging victim and a crying lost child.

Distraught (dī-strôt') means

- A. very troubled. B. unhealthy. C. reasonable.

- _____ 4. Imagine my *chagrin* when I looked in the mirror right after giving a report in front of the class—and discovered, to my humiliation, that some of the blueberry pie I had eaten for lunch was still on my front teeth.

Chagrin (shə-grĭn') means

- A. embarrassment. B. encouragement. C. pleasure.

- _____ 5. Circus performers generally dress in *ostentatious* costumes, with plenty of sequins, feathers, and gold trim to dazzle the eye.

Ostentatious (ôs'tĕn-tā'shəs) means

- A. inexpensive. B. showy. C. athletic.

- _____ 6. Unused muscles will begin to *atrophy*; thus a broken leg is noticeably thinner when the cast is removed, and a patient bedridden for too long will lack the lower-body strength needed to stand up.

Atrophy (ăt'rə-fē) means

- A. develop. B. be replaced. C. waste away.

- _____ 7. *Indigenous* life forms—the cactus and the camel in the desert, the polar bear and the seal in the Arctic, and so on—are suited to their environments in very specific ways.

Indigenous (ĭn-dĭj'ə-nəs) means

- A. recent. B. extinct. C. native.

- _____ 8. In earlier centuries, people looked with fear upon a number of *innocuous* practices, such as eating tomatoes, taking a bath, and letting a baby kick its legs.

Innocuous (ĭ-nŏk'yŏŏ-əs) means

- A. dangerous. B. harmless. C. superstitious.

- _____ 9. The nonphysical portion of culture includes three *components*: 1) knowledge and beliefs, 2) rules of behavior and values, and 3) signs and language.

Components (kəm-pŏ'nənts) means

- A. questions. B. parts. C. reasons.

- _____ 10. *Turbulent* periods in nineteenth-century Europe included the Napoleonic Wars of 1800–1815, the revolutions of 1848, the Crimean War in the 1850s, and the Franco-Prussian War of 1870.

Turbulent (tûr'byə-lənt) means

- A. violently disturbed. B. forgotten. C. financially well off.