Fusion reflects the way instructors want to teach the integrated developmental reading and writing course. We know because we asked.

Fusion: Integrated Reading and Writing, Book 2, is the second text in a one-of-a-kind series that connects the reading and writing processes in every chapter. The authors use parallel strategies to teach students how to analyze readings and generate writing. Throughout, grammar instruction is integrated with writing instruction using high-interest readings.

How research drove this text’s development
We wanted to find out how instructors expect to teach the combined course, and what they need in order to teach it more effectively. Fusion is the direct result of extensive research conducted across the country, which indicated that a textbook addressing instructors’ needs would:

- Provide instructor support, with particular attention paid to teaching reading
- Cover two levels of writing (paragraph and essay development)
- Present lessons following a pattern of reading, writing, analyzing, and grammar
- Provide support for those teaching in a learning community
- Integrate a variety of interesting readings
- Incorporate online technology (Aplia™) to promote skill development and allow for tracking of learning outcomes
- Promote persistence and retention by giving students a chance to move through the developmental sequence more quickly

“I’ve never seen a book that would be so useful and helpful for my particular students, and this book addresses SO many of the issues I teach to in class. . . . The visuals make a huge difference in helping the text to be as effective as possible. . . . The exercises are superbly effective.”

— Shayna Kessel, Los Angeles City College
Integrated reading and writing guidance in every chapter

Fusion’s integrated approach is reciprocal and reinforcing. For each rhetorical mode, students are taught specific reading strategies as well as writing strategies presented as modes of thought. The authors also employ parallel strategies that incorporate timelines, graphic organizers, and outlining for teaching reading and writing. For instance, students are prompted to fill in a chart with sights, sounds, and tastes that they identify in a description. Later, they use the chart to list sensory details they plan to include in a writing assignment.

Parallel reading and writing strategies are introduced in Chapter 1, “The Reading-Writing Connection.” Students learn about the STRAP strategy (subject, type, role, audience, purpose) for analyzing reading and writing assignments.

Next, they learn about the traits, which are used as a pedagogical tool throughout the text to keep students focused on the reading-writing connection.

Instruction on concepts and skills—in this case, the traits—is followed by brief exercises that immediately reinforce how the topic applies to both reading and writing.

“The greatest strength, no doubt, is the strong, consistent, unavering connection between reading and writing. I am looking forward to this book being published.”

—Doris Bryant,
Thomas Nelson Community College
Brief, approachable learning units

Every chapter has several assignments, each typically designed on one or two pages with a clear learning objective and a clear stopping point. This purposeful design allows students to approach each assignment as a single manageable task, addressing a challenge faced by many developmental students—the ability to stay focused.

Reviewers praised this section on Learning About Reading Strategies in Chapter 11, “Classification," which introduces a strategy, illustrates it, presents a visual strategy for diagramming ideas, and ends with a brief practice exercise.

A few pages later, students learn how to write a classification essay, beginning with planning, as shown here, then moving to other brief units that discuss writing, revising, editing, and correcting (incorporating the chapter’s grammar instruction on using commas).

“The format, examples, and the visuals in the chapters engage students and draw them into the read-write process. The text considers the learning characteristics, attitudes, and motivational levels of developmental students.”

—Pam Price,
Greenville Technical College
Visual presentation of concepts and strategies

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Part II: Reading and Writing Essays

Writing a Thesis Statement

After gathering cause-effect details, decide on the main point, or thesis statement, for your essay. Your thesis statement should identify the topic and the causal connection that links the causes and effects.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Causal Connection</th>
<th>Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetarian diet</td>
<td>different reasons for choosing, same benefits</td>
<td>Vegetarians may choose a meat-free diet for different reasons, but their diet has the same basic benefits.</td>
</tr>
</tbody>
</table>

Create

Develop a thesis statement for your cause-effect essay using the formula above as a guide. If necessary, write two or three versions until your statement says what you want it to say.

Organizing Your Essay

To organize the details in your cause-effect essay, consider two things:

1. The pattern of arrangement you will use (See page 259.)
2. The order of the specific causes and effects within the essay (Will you write about them in the order that you listed them in your chart on page 264, or in some other order?)

Identify

Decide on the best pattern and order of causes and effects for your essay. Refer to the information above and to the sample essays for help.

1. Pattern of arrangement:

2. Order of causes and effects:

Reading

Since personal narratives are stories, reading them is not difficult. However, using reading strategies can certainly enhance the experience.

LO2 Learning About Reading Strategies

When reading a personal narrative, you can use a timeline to keep track of the important events and a plot line to help you analyze the narrative.

Strategy 1: Tracking the Action

Part of the challenge when reading a narrative is keeping track of the key actions in the order that they occur. A graphic organizer called a time line works well for this purpose because narratives are almost always organized chronologically, or by time.

Strategy 2: Following the Story Line

A personal narrative is essentially a story. And like the plot in a fictional story, a narrative creates suspense as it moves along. The chart that follows shows the parts of the plot and how the level of reader interest should build as the story progresses. The parts of the plot are also explained below.

Students benefit from—and often prefer—visual reinforcement. Fusion incorporates process charts, graphic organizers, checklists, photographs, and illustrations throughout the text to give students the visual cues that engage them and help them understand the material.
Grammar instruction in every modes chapter

*Fusion* integrates relevant grammar coverage in the context of students’ reading and writing assignments. Additional practice and instruction appears in the book’s Workshop section, which includes in-depth discussions on working with words, sentences, and mechanics.

In Chapter 11, “Classification,” students learn how to use commas with extra information and after introductory phrases.

In Chapter 14, “Argumentation,” students learn how to avoid using ambiguous words.

“The greatest strengths are the grammar, as it is sprinkled throughout, and the writing and reading.”
—Annette Dammer, Fayetteville Technical Community College
Pedagogy that emphasizes critical thinking and vocabulary

Purposeful use of learning aids throughout the text reinforces key concepts, promotes skill development, and encourages students to think analytically.

Consider the Traits boxes remind students of the traits used for reading and writing. They appear in Review and Enrichment sections at the end of each forms chapter, providing additional professional writing samples to read and react to, along with ideas for additional student writing assignments.

Thought-provoking quotes, followed by a What do you think? question, engage students in critical thinking about a chapter-related topic. In the classification chapter, students reflect on why humans feel compelled to classify information.

Insight boxes sprinkled throughout each chapter explain or reinforce concepts.

Integrated inference activities give students opportunities to think critically about the reading selections.

Drawing Inferences
An inference is a logical conclusion that you can make about something that is not actually said or stated in a text. A worthy inference done, however, results from a clear and careful understanding of what is said. To practice drawing inferences, answer the following questions about the narrative on page 145. Afterward, share your responses with your classmates.

1. What was probably said by the family members while they waited for help?
2. What type of ‘vagabonds’ were the mother and father?
Clear guidance on research writing and documentation

LO3 Citing Sources of Information

You must give credit to the sources of ideas or words that you use in your academic essays and reports. Doing so avoids plagiarism, which is using the words and thoughts of others without crediting them in your writing. (See pages 342–343.)

Academic research uses a number of different styles for citing sources. For example, the Modern Language Association (MLA) style is generally used for research in the humanities (literature, philosophy, and so on), and the American Psychological Association (APA) style is generally used for research in the sciences (sociology, psychology, and so on). Check with your instructor before choosing a citation style.

Using MLA and APA Styles

Here are the basic guidelines for using the MLA and APA styles for crediting sources in the text of a research report.

<table>
<thead>
<tr>
<th>Sources</th>
<th>MLA</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with one author</td>
<td>Author name and page number (Waye, 2008, p. 27)</td>
<td>Author name, year of publication, and page number (Waye, 2008, p. 27)</td>
</tr>
<tr>
<td>Work with two (or three) authors</td>
<td>(Waye and Jones, 2008, p. 27)</td>
<td>(Waye &amp; Jones, 2008, p. 27)</td>
</tr>
<tr>
<td>Work with four or five authors</td>
<td>(Waye et al., 2008, p. 27)</td>
<td>(Waye et al., 2008, p. 27)</td>
</tr>
<tr>
<td>Author identified within the sentence</td>
<td>First main word of the title and page number of the article, and page number of the source (&quot;Salmon in Crisis&quot; 27)</td>
<td>First main word of the title, and page number of the source (&quot;Salmon in Crisis&quot; 27)</td>
</tr>
<tr>
<td>Work with no author specified</td>
<td>Author name only in first parenthetical citation if the author is specified (Waye)</td>
<td>Author name only in first parenthetical citation if the author is specified (Waye)</td>
</tr>
<tr>
<td>Work with no page number specified (as in a Web page)</td>
<td>Author name only in first parenthetical citation if the author is specified (Waye)</td>
<td>Author name only in first parenthetical citation if the author is specified (Waye)</td>
</tr>
</tbody>
</table>

Here are some examples of how to cite sources using MLA and APA styles.

**MLA**


**APA**


Three chapters offer practical research-related coverage:

- Chapter 15, “Understanding Research,” shows students how to find, evaluate, and cite research, including avoiding plagiarism.

- Chapter 16, “Summarizing,” teaches a writing skill that is particularly important when using research.

- Chapter 17, “Research Reports,” covers effective strategies for reading and writing research reports.

“A CLOSER LOOK at Revising: Checking for Proper Citation

When citing sources in your report, be sure to check with your instructor’s guidelines and with the information on pages 338–339. Also study the paragraphs below from the model report.

The name of the Web site signals the start of the citation. It identifies the specific source. The last name indicates a change in the page source. A parenthetical citation repeats the end of the borrowed information. Both the author’s name and the date of publication and page number are included in the parenthetical citation. When citing sources, remember to use this in my class.”—Julie Voss, Front Range Community College

“The overall organization is excellent, and I know students will come to the end of this chapter with a very clear understanding of how to both read and write a research essay. I would happily use this in my class.”—Julie Voss, Front Range Community College
Aplia™ for Fusion, Book 2

Active learning motivates students to read, practice, and apply the material.

Through diagnostic tests, succinct instruction, and engaging assignments, Aplia™ for Fusion: Integrated Reading and Writing reinforces key concepts and provides students with the practice they need to build fundamental reading, writing, and grammar skills. More than 1,000,000 students at over 1,300 institutions have used the program to learn course material across the disciplines.

- Diagnostic tests provide an overall picture of a class’ performance, allowing instructors to instantly see where students are succeeding and where they need additional help.
- Diagnostic reports allow the instructor to view class progress on a student-by-student and topic-by-topic basis.
- Assignments include immediate and constructive feedback, reinforcing key concepts and motivating students to improve their reading and writing skills.
- Question structure reinforces the reading and writing strategies covered in the book, and many assignments incorporate a visual component to illustrate key concepts.
- Grades are automatically recorded in the Aplia grade-book, keeping students accountable while minimizing time spent grading.

Contact your Cengage Learning representative for assistance with packaging access to Aplia with each new student text. For more information and a demonstration, go to www.aplia.com/developmentalenglish.

Aplia for Fusion is available in two versions—one to accompany Fusion, Book 1, and the other to accompany Fusion, Book 2.