An Analysis of Reading Comprehension and College Composition Courses Accoeding to Reflective Thinking Skills[1]

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تحليل مقرري الاستيعاب القراني وانشاء في ضوء مهارات التفكير التاملي

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الملخص:

تهدف الدراسة الحالية الى التحقق من توفر مهارات التفكير التأملي في مقرري الاستيعاب والانشاء, ومدى توفرها, فأعد الباحث بالاعتماد على تلك المراجعات قائمة من المؤشرات على صيغة (استبانة) والتي تدل على مهارات التفكير التأملي الخمسة: (الملاحظة, التواصل وكشف المغالطات, اعطاء تفسيرات مقنعة, الاستنتاج واصدار الحكم, واتخاذ القرار ووضع حلول مقترحة).

بالاعتماد على الاستبانة المعدلة, عمد الباحث الى تحليل محتوى مقرري الاستيعاب والانشاء. وباستعمال معاملي الارتباط بيرسون وبراون_ سبيرمان, بلغ معامل الارتباط (٠,٨٧٥) و (٠,٨٩٥) لمقرري الاستيعاب والانشاء على التوالي.

بعد مضي ثلاثة اسابيع, قام الباحث بإعادة تحليل محتوى المقررين وقام بمقارنة نتائج التحليل الثاني بنتائج التحليل الاول وذلك بهدف التأكد من ثبات التحليل.ولغرض عرض النتائج, تم استخدام التكرارات والنسب المئوية.

الكلمات المفتاحية: الاستيعاب القرائي, الانشاء, التفكير التأملي, مهارات التفكير التأملي

Abstract:

This study aims at Investigating whether or not reflective thinking skills are included in Reading Comprehension course and College Composition course, and shedding light on the extent of their inclusion in these two courses. The researcher had prepared a list of indicators (in the form of a questionnaire) to reflective thinking skills which were five skills (Observation, Communication andparalogisms revealing, Providing convincing explanations, Conclusions and judgment, and Decision-making and proposing solutions).Using the modified questionnaire, the researcher started analyzing the content of the two courses, i.e., Reading Comprehension and College Composition.By applying Pearson correlation co-efficient and Brown-Spearman correlation co-efficient, it was found out that the correlation was (0.875) and (0.895) for the contents of Reading Comprehension and College Composition respectively.

Three weeks later, the researcher reanalyzed the courses content and compared its results with the results of the first analysis in order to assure the reliability. By applying suitable statistical formulas, it was concluded that the percentages are (**93.8%**) and (**87.8%**) concerning **RC** and **CC** respectively.In order to present the results of the study, frequencies and percentages have been used.

Key words: Reading Comprehension, College Composition, Reflective Thinking, Reflective Thinking Skills

Introduction
Problem and its Significance

Qutami (**2004:184**) and Crawford et al. (**2005: 1**) see that a successful and productive education is that which support reading and writing critically, and they describe education as the process in which the learner learns how to think not accepts thoughts of others. This means that the learner must be given the appropriate chance to clarify and explain what he / she has learnt. The learner composes or produces logical answers and forms correct generalizations.

From observations and experience, the researcher believes that reading comprehension (henceforth **RC**) lessons have not been geared towards providing students with knowledge, skills and strategies for reading. Neither do these lessons prepare students to utilize these skills and strategies to predict, infer, analyze, agree, criticize and evaluate by interacting with the **RC** passages given. Yet, these are the skills being tested as part and parcel of major examinations and for successful interaction in the real world.

The researcher sees that writing skill difficulties are one of the most significant problems that affect students that are learning English as a second or foreign language around the world because they do not have interest in the composition field which, in turns, leads them to be poor writers, have low scores in their courses, increase the errors in their homework, write run-on sentences and create incoherent paragraphs.

The researcher expects that emphasis on reflective thinking skills should be carried out by the teachers because they will enhance students' achievement. There is a consensus on the importance of these skills. Teachers, nowadays, should be away from the traditional ways of teaching which depend on memorization and retention, and adopt methods that work on activating positive reflective thinking skills. There are many reasons that stimulate to the serious modification in the ways of teaching RC and CC as well as establishing means that help in improving reflective thinking skills as the nature of these two subjects stand on.

The close relation between reading, which is emphasized through **RC**, and writing, which is emphasized through **CC**, encourages the researcher to concentrate on and choose these two subjects to analyze.

Aims of the study

This study aims at :

1. Investigating whether or not reflective thinking skills are included in :
   a. Reading Comprehension courses.
   b. College Composition courses.
2. If they are included, then this study aims at shedding light on the extent of their inclusion in :
   a. Reading Comprehension courses.
   b. College Composition courses.

Procedures

1. An overview of thinking, especially reflective thinking is introduced.
2. The descriptive analytical approach is followed in the current study.
3. The content of the syllabus programs of RC and CC in the Colleges of Basic Education/ Departments of English is analyzed.
4. In his analysis, the researcher adopts the Core Reflective Thinking Skills
5. A questionnaire concerning Core Reflective Thinking Skills and the extent to which they are implied within the content of the two materials is built.
6. Another investigative questionnaire based on "Eysenk and Weilson Reflectiveness Scale" is distributed among a sample of the teachers and students in the department of English/ College of Basic Education/ University of Babylon to investigate their knowledge concerning Reflective Thinking.
7. After gathering the responses, the content of the two subjects will be analyzed depending on the first basic questionnaire.

Limits of the study

The study is limited to :

1. The Departments of English in Colleges of Basic Education in Iraq.
2. The RC and CC courses for the second stage.
3. Alexander's book entitled "Developing Skills:An integrated Course for Intermediate Students (new impression 1970).

4. Razzak, Fakhir A. and Helen Al-Hassans' book entitled "College Composition".
5. The academic year 2016-2017.

Value of the study

In general :

As this study is the first in analyzing the courses of RC and CC in the Colleges of Basic education, so it is valuable because :

1. It tackles such a sensitive topic, i.e., reflective thinking.
2. It attempts to find out the extent to which RC and CC courses content contain the skills of reflective thinking.
3. It is hoped to be a source for the teachers of these two subjects, i.e., RC and CC that may help them in enhancing their way of dealing with these subjects.
4. It is hoped for this study to be a source for the university syllabus compilers to modify the syllabuses.
5. It may pave the way to the following researchers to tackle reflective thinking or another kind of thinking but on other variables that are different from the variables focused on in this study.

Literature Review

Reflective Thinking (RT): can be described as pattern, or sequence, of logical thought that can serve in identifying the problem, defining and delimiting the problem, developing evaluative criteria against which to test alternative proposals, seeking alternative solutions to propose and test, and finally, developing a final solution to advocate (Wilson, 2002:351). It is also known as "Reflective Practice (RP)", and can be referred to as an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking; assessing what they know, what they need to know, and how they bridge that gap during learning situations (Chand and Ravi, 2004: 57-8).

Reflective Thinking Skills (RTSs):The term "thinking skills" seems to be a bit obscure. In the context of teaching thinking, the term has two basic meanings (Harpaz, 2004: 6) :

a. **Internal (subjective) meaning :**
   Internally, thinking skill is the good useof thinking means, i.e. fast and precise use, consuming a minimum of mental energy.

b. **External (objective) meaning :**
   Externally, thinking skills embody the various thinkingmeans(strategies, heuristics, algorithms and the like) that render thinking processes more effective.

Greene (2005: 12) and JohnsonandHarvey (2010: 26) agree on that the generic thinking skills get lost when concentrating on subject-knowledge based teaching. They are not tied to any particular content, or restricted to any particular subject, but they should be content free.

It is to differentiate between ways of thinking and thinking skills. Ways of thinking consists of perspective. All skills, styles and instruments are organized to promote this perspective. Therefore, RT can be considered as a field in which the perspective of thinking is placed at the center. But thinking skills include competencies which are elements necessary to ensure a common language and its definitions, professionalism, level and order, and are important to complete the act of thinking. These elements offer the chance to compare the nature and quality of thinking. Whichever way of thinking is considered, competencies need to be developed in line with the specific way of thinking (Dombayce, 2014: 13).After revising literature related to RTSs, it becomes clear that they have been tackled by the scholars differently. The researcher with the help of his supervisors and the specialists in this domain,

i.e., thinking and its skills, concluded that RT has the skills explained in the following table:

X	Y	Used terms
Observation	Observation	Observation
Paralogisms revealing	Communication	Communication and paralogisms revealing
Conclusions	Judgment	Providing convincing explanations
Providing convincing explanations	Decision-Making	Conclusions and judgment
Proposing solutions	Team-Working	Decision-Making and proposing solutions

Table (1): Reflective thinking skills

Al-Amawi (2009: 70), Abdulhameed (2011: 278), Al-Afoon, et.al (2012: 217-8), Phang and Fariba (2013: 213-4), and Mirzaei et al. (2014: 640-2) list RTSs as :

1. **Meditation and observation**: It means the ability to present the problem and recognizing its components and giving it a shape or a diagram that enables discovering the relations visually. It means noticing teachers feeling and behaviors. It includes noticing, marking and recording in order to distinguish something from its surrounding.

2. **Communication and paralogisms revealing:** It means the ability to diagnose the gaps in the problem by limiting the incorrect and illogical relations or by limiting some of the wrong steps in achieving the educational tasks. This skill can be developed in a variety of ways: through the keeping of a personal learning journal or diary,or through a more formal professional portfolio, supported by a system of formal tutorials with a mentor.

3. **Providing Convincing explanations:**This means the ability to give logical meaning to the results or the connecting relations. This meaning may depend on previous information or the nature and features of the problem.

4. **Conclusions and judgment:**This skill means the ability to reach at logical relation by understanding the problem content and conducting reasonable results.

5. **Decision- making and proposing Solutions**: Decision making has been defined as selecting a course of actions to achieve a desired purpose. This means the ability to establish logical steps to solve the presented problem. These steps depend on expected mental developments towards the presented problem. It is important to think about how teachers make sense of their learners and classrooms events. In decision making skill, using different types of reflective practice strategies is important and it allows teachers to see, and cope better with the complexities of teaching and it enables them make decisions for further actions. In fact, reflective practice strategies help teachers to probe the strength and weakness of a lesson more deeply through dialogue and critical reflection on practice.

Procedures

Research method

In this study, the researcher used the analytical descriptive method in order to synthesize RC and CC courses according to RTSs. The researcher used the (Content Analysis Approach) as it is one of the most current approaches used in conducting researches that fits the nature of the current study and enables the researcher achieving the objectives he had postulated.

Descriptive method aims at asking questions about the nature, incidence, or distribution of variables. It requires description but not manipulation of variables (Riazi,1999: 68). It describes and interprets what is. It is concerned with relationships that exist, opinions that are held, processes that are going on,effects that are evident or trends that are developing (Best and James,2006: 118).

Research procedures

Limiting data sources

This procedure consists of defining the population and the sample of the study.The actual population to whom the researcher would like to generalize the results of the study is represented by :

1. Developing skills:an integrated course for intermediate students by L.G.Alexander (1970).
2. College composition by Razzaq F. and Helen Al-Hassan (1986).

a. Research sample refers to a part of a population selected (Mousavi, 1999: 335). It is any part of a population of individuals on whom information is obtained(Fraenkel and Norman, 2006: 107).

Based on the above definitions, the sample of the study is represented by the courses of the RC and CC determined by the Ministry of Higher Education and Scientific Research, as clarified in the following table :

**Table (2): Population and sample concerning RC and CC courses content**

Reading Comprehension		
Book	Total Pages	Sample
Developing skills: an integrated course for intermediate students	**145** pages	**26** pages
College Composition		
Book	Total Pages	Sample
College Composition	**266** pages	**82** pages

Research tool

The researcher prepared a list of the Core RTSs that are hoped to be found in the courses of RC and CC. The process of preparation involved the following:

a. Reviewing the previous studies related to thinking and thinking skills in general and reflective thinking and RTSs in particular, taking into account the Arabic Studies.

b. Reviewing the related literature concerning thinking represented by books and references.

c. Meeting the specialists in this domain, i.e., thinking and thinking skills, and taking their advice into his consideration.

In their final form, RTSs can be clarified as shown below :
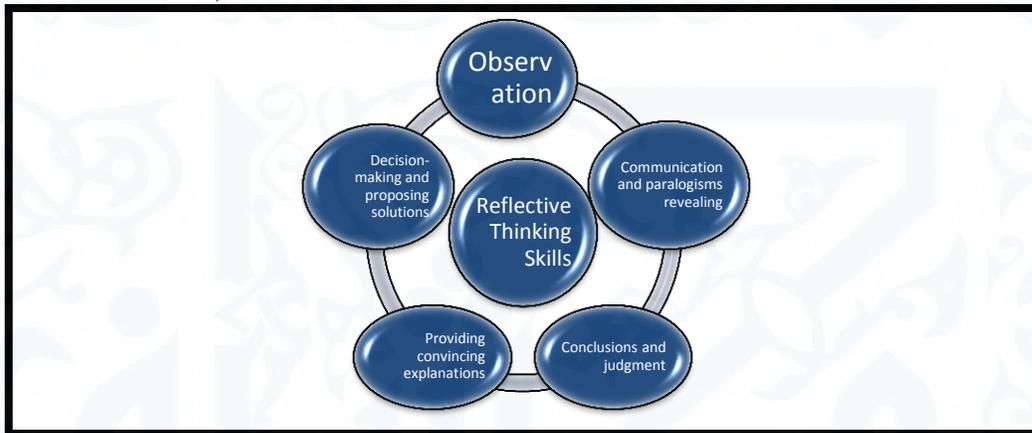
Figure (1): Reflective Thinking Skills (Designed by the researcher)

The researcher applied Chi-Square formula to check the tool validity:

Skills	Indicators	Experts		Chi-S. value		d.f.	Significance at 0.05
		Agree	Disagree	Calculated	Tabulated		
Observation	10	24	2	18.61	9.488	4	Significant
Communication and paralogisms revealing	9	24	2	18.61	9.488	4	Significant
Providing convincing explanations	10	24	2	18.61	9.488	4	Significant
Conclusions and judgment	9	24	2	18.61	9.488	4	Significant
Decision-making and proposing solutions	12	24	2	18.61	9.488	4	Significant

Table (3): Chi-Square Values concerning experts' responses to the items

Analysis

a. Analysis Unit

Units are wholes that the analysts distinguish and treat as independent elements (Krippendorff, 2004: 97).

There are three types of units that can serve the analyst when he analyses the content :

1. Sampling units are units that are distinguished for selective inclusion in an analysis (ibid. 98).

2. Recoding/ Coding units are units that are distinguished for separate description, transcription, recording, or coding (ibid. 99).

3. Context units are units of textual matter that set limits on the information to be considered in the description of recording units (ibid.101).The researcher used the Conceptual(Thematic/Thematic distinction)content analysis approach as it is the most familiar type used in descriptive studies. The term thematic connotes the analysis of Story-like verbal material and the use of relatively comprehensive units of analysis such as themes, combinations of categories, motifs, imagery, and thoughts (Krippendorff, 2004: 107).

b. Steps of the analysis

1. Reading the content of the two books deeply in order to specify the concepts found in them.
2. Determining the extent of the correspondence between the concepts and each one of the reflective thinking skills.
3. Giving a frequency to each skill that may correspond to the concepts determined.
4. Counting the frequencies achieved for each skill individually.

Results Presentation

In order to achieve the aims of the study, the researcher analyzes the content of the courses of Reading Comprehension and College Composition according to Reflective Thinking Skills. See appendices (11 and 12)

Below is the explanation of the process of analysis and the percentages of each skill in the two mentioned courses.

❖ **Reading Comprehension**

Passage	First Analysis Skill					Total
	S1	S2	S3	S4	S5	
A Famous Monastery	9	7	6	3	4	29
A Trip To Mars	7	8	4	4	5	28
The Loss Of The Titanic	7	14	4	3	4	32
Not Guilty	9	5	2	3	5	24
Life On A Desert Island	10	5	2	4	6	27
It's Only Me	10	6	5	2	6	29
A Noble Gangster	8	6	1	2	6	23
Sixpence Worth Of Trouble	9	6	2	3	7	27
Mary Had A Little Lamb	9	4	2	4	6	25
The Greatest Bridge In The World	7	5	2	3	4	21
Electric Currents In Modern Art	6	5	2	3	5	21
A Very Dear Cat	8	6	2	4	4	24
Pioneer Pilots	9	6	2	4	7	28
Total:	108	83	36	42	69	338
	31.95	24.55	10.65	12.42	20.41	99.98

Table (4): Results of the first analysis concerning RC

Passage	Second Analysis					Total
	Skill					
	S1	S2	S3	S4	S5	
A Famous Monastery	8	8	3	6	12	37
A Trip To Mars	8	12	4	3	7	34
The Loss Of The Titanic	8	7	5	4	6	30
Not Guilty	8	6	1	3	5	23
Life On A Desert Island	10	7	1	4	7	29
It's Only Me	11	8	3	3	6	31
A Noble Gangster	8	7	2	4	7	28
Sixpence Worth Of Trouble	9	7	2	3	7	28
Mary Had A Little Lamb	9	5	3	3	6	26
The Greatest Bridge In The World	8	6	2	4	5	25
Electric Currents In Modern Art	7	6	2	5	6	26
A Very Dear Cat	8	7	3	4	5	27
Pioneer Pilots	9	7	1	6	7	30
	111	93	32	52	86	374
Total:	29.67	24.86	8.55	13.9	22.99	99.97

Table (5): Results of the second analysis concerning RC

Overall Results Presentation of Reading Comprehension Course Analysis

Skill	Frequencies	Percentage
Observation	108	31.95%
Communication and paralogisms revealing	83	24.55%
Providing convincing explanations	36	10.65%
Conclusions and judgment	42	12.42%
Decision-making and proposing solutions	69	20.41%
Total:	338	99.98%

Table (6): Overall Results Presentation of Reading Comprehension Course Analysis

It is clear, from table (6) that (Observation skill) approves the highest percentage which is (108,31.95%). (Communication and paralogisms revealing skill) achieves (83,24.55%). (Decision-making and proposing solutions skill) approves (69,20.41%). (Conclusions and judgment skill) is (42,12.42%). Finally, (Providing convincing explanations skill) is (36, 10.65%).This means that the total approved frequencies in the course of Reading Comprehension are (338 frequencies) (99.98%).

The variance of the frequencies and percentages achieved in the course of Reading Comprehension can be clarified in the following diagram :
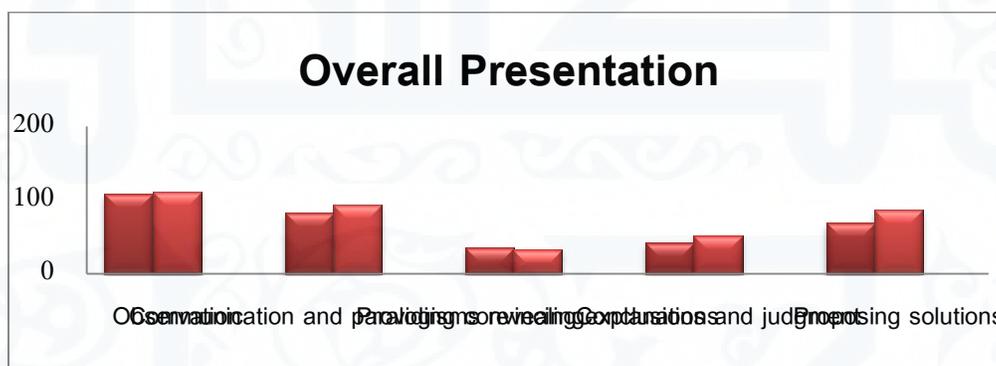
Shape (2):Overall Results Presentation of Reading Comprehension Course Analysis

❖ **College Composition**

Chapters	First Analysis					Total	Second Analysis					Total
	Skill						Skill					
	S1	S2	S3	S4	S5		S1	S2	S3	S4	S5	
One	4	52	24	14	16	110	14	62	25	24	16	141
Two	15	8	34	12	52	121	14	20	16	13	52	115
Total:	19	60	58	26	68	231	28	82	41	37	68	256
	8.22	25.97	25.1	11.25	29.43	99.97	10.93	32.03	16.01	14.45	26.56	99.98

Table (7): Results of the first and second analysis concerning CC

Overall Results Presentation of College Composition Course Analysis

Skill	Frequencies	Percentage
Observation	19	8.22%
Communication and paralogisms revealing	60	25.97%
Providing convincing explanations	58	25.1%
Conclusions and judgment	26	11.25%
Decision-making and proposing solutions	68	29.43%
Total:	231	99.97%

Table (8): Overall Results Presentation of College Composition Course Analysis

It is clear from table (8) that (Decision-making and proposing solutions skill) approves the highest percentage in the course of College Composition which is (69, 29.43%), then (Communication and paralogisms revealing skill) is (60, 25.97%), then (Providing convincing explanations skill) is (58, 25.1%), then (Conclusions and judgment skill) is (26, 11.25%), and finally, (Observation skill) is (19, 8.22%). This means that the total approved frequencies in this passage are (231 frequencies) (99.88%).

The variance of the frequencies and percentages achieved in the course of College Composition can be clarified in the following diagram :
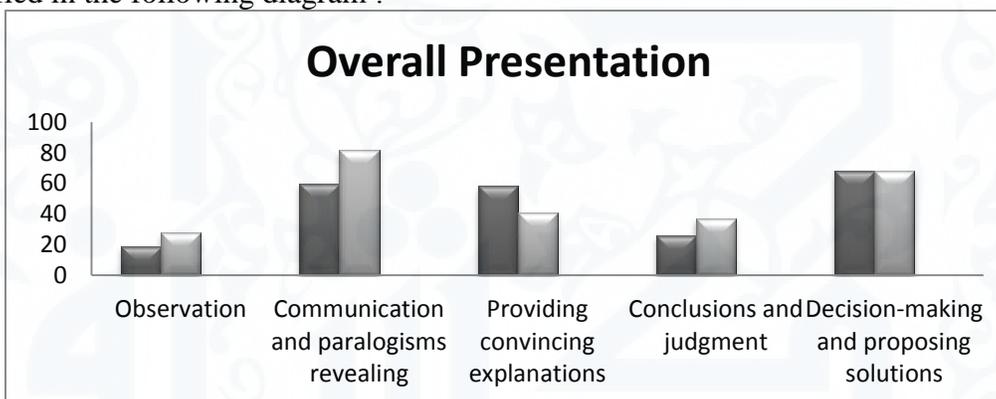
Shape (3): Overall Results Presentation of College Composition Course Analysis

5. **Conclusions and Recommendations**

5.1. Conclusions :

5.1.1. Reading Comprehension

Based on the results of the analysis, these points can be inferred :

a. There is a concentration on the (Observation skill) which is good for the learners to associate between what they observe and read, but in contrast, the (Providing convincing explanations skill) is less focused on. The nature of RC course depends on imagination, because most of the passages included are not real stories. As a result, this skill is not concentrated on.

b. All the exercises given after each passage take one form. This will be reflected negatively on the learners. Some of the exercises contain more than one skill or behavioral objective. This can, in turn, make learners missed.

   c. Universal standards that encourage the dependence on syllabuses that can enhance and improve the ways the learners think are not taken into account when recommending this course.

5.1.2. College Composition

    Depending on the results discussed in the previous chapter, the following points can be concluded :

   a. (Decision-making and proposing solutions skill) is focused on in the course of CC. This will make learners busy in providing suitable solutions to such situations in the course, neglecting the importance of the (Observation skill) which achieves the lowest percentage.

   b. There is a redundancy in the form of the exercises provided in the end of each chapter.

5.2. Recommendations :

    According to the results of the study, the researcher recommends the following :

1. It is necessary to practice RT while performing educational tasks.
2. Universal standards that encourage the dependence on syllabuses that can enhance and improve the ways the learners think should be taken into consideration.
3. It is to prepare university teaching curriculum concerning the two courses in a way that encourage teachers to behave reflectively with their students.
4. Training the teachers of these two courses on using RT strategies and skills.
5. The curriculum should meet the students' mental, psychological, social and cultural needs.
6. The curriculum must be submitted to improvement by faculty members periodically.
7. Teachers of these two courses should not depend totally on the two books recommended by the Ministry of Higher Education and Scientific Research, but they can include some other external related topics that fit the mental age of learners. This step will make them open-minded and always keep in touch with the foreign culture.
8. There should be a kind of integration in the process of the inclusion and distribution of RTSs in the content of these courses.
9. There should be a kind of variety in the exercises provided in the end of each passage and chapter. This will make learners eager to explore what the exercises of the next passage (or chapter) are about and how they are formed.
10. Faculty members should contribute to the construction and design of the curriculum

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Appendix (1): The questionnaire in its revised version

R T Skills	Sub-skills
Observation	• Includes illustrations in a way that indicates the relationships among its fragments.
	• Displays the sub-subjects in the form of simplified diagrams and drawings.
	• Enables enhancing visual discovery
	• Encourages making illustrations to the subjects.
	• Interprets information and presents results with pictures.
	• Presents an accurate description of concepts and explains their components visually.
	• Recognizes links among topics and concepts presented in other subjects.
	• Shows the relationships among the concepts by using conceptual diagrams.
	• Helps in improving interest in purposive imagination.
Communication and paralogisms revealing	• Contributes in the modification of some of the incorrect concepts.
	• Determines the gaps in different issues.
	• Enables synthesizing key information and major ideas in good forms.
	• Helps in identifying ambiguities.
	• Helps in realizing the illogical ideas.
	• Helps in checking the validity of information.
	• Identifies the incorrect relations among the subjects.
	• Presents subjects that contain gaps that need to modification in the conceptions.
Providing convincing explanations	• Analyzes graphs in the light of situations explanation.
	• Enables unraveling complexities of thoughts
	• Connects observations with conclusions.
	• Clarifies the conceptual connection among subjects.
	• Explains situations, opinions and events.
	• Gives information that help in revealing facts.
	• Gives convincing explanations of situations.
	• Helps in presenting reasonable and logical justifications.
	• Helps in presenting integrated and connected justifications.
	• Includes explanations for the presented facts.

	• Clarifies relationships among different concepts.
	• Gives the best possible coverage of language in use.
	• Enables discussing the presented ideas.
	• Helps in the interest in details as much as possible.
Conclusions and judgment	• Arranges ideas in various domains.
	• Contains projects that involve a great deal of library research.
	• Enables arriving at clear results.
	• Helps in improving the logical sequence of thoughts.
	• Helps judging on the correctness of the conclusions.
	• Helps in the process of the transition from the general to the specific.
	• Helps in the transition from the local examples to the global ones.
	• Invents the previous experiences with the conclusions
	• Provides accurate, relevant and complete supporting details.
Decision-making and proposing solutions	• Contains questions that help in predicting results.
	• Enables rewording a question in a variety of ways.
	• Enables thinking up solutions.
	• Gets the students to give their own ideas about the characters in the story or situation.
	• Helps in checking occurrences corresponding with the nature of the learner and the environment.
	• Helps in presenting new ideas.
	• Helps in presenting reasonable solutions.
	• Helps in producing a great number of solutions and ideas.

Appendix (2): A sample of the analysis process :
  a. Reading Comprehension :
  Passage (14) A Noble Gangster/ Pages: 38-9
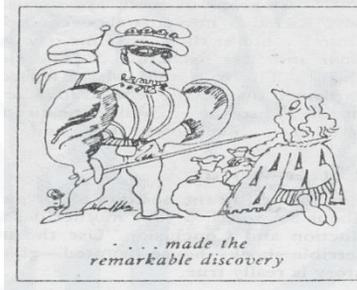
. . . . made the remarkable discovery

There was a time when the owners of shops and businesses in Chicago had to pay large sums of money to gangsters in return for protection. If the money was not paid promptly, the gangsters would quickly put a man out of business by destroying his shop. Obtaining protection money is not a modern crime. As long ago as the fourteenth century, an Englishman, Sir John Hawkwood, made the remarkable discovery that people would rather pay large sums of money than have their life work destroyed by gangsters.

Six hundred years ago, Sir John Hawkwood arrived in Italy with a band of soldiers and settled near Florence. He soon made a name for himself and came to be known to the Italians as Giovanni Acuto. Whenever the Italian city-states were at war with each other, Hawkwood used to hire his soldiers to princes who were willing to pay the high price he demanded. In times of peace, when business was bad, Hawkwood and his men would march into a city-state and, after burning down a few farms, would offer to go away if protection money was paid to them. Hawkwood made large sums of money in this way. In spite of this, the Italians regarded him as a sort of hero. When he died at the

age of eighty, the Florentines gave him a state funeral and had a picture painted which was dedicated to the memory of the most valiant soldier and most notable leader, Signor Giovanni Haukodue.

No.	Concept
	Content of the passage
1	There was a time when the owners of shops and businesses in Chicago had to pay large sums of money to gangsters in return for protection. If the money was not paid promptly, the gangsters would quickly put a man out of business by destroying his shop. Obtaining protection money is not a modern crime. As long ago as the fourteenth century, an Englishman, Sir John Hawkwood, made the remarkable discovery that people would rather pay large sums of money than have their life work destroyed by gangsters.
2	In times of peace, when business was bad, Hawkwood and his men would march into a city-state and, after burning down a few farms, would offer to go away if protection money was paid to them. Hawkwood made large sums of money in this way. In spite of this, the Italians regarded him as a sort of hero.
	Exercises
1	In not more than 80 words write an account of Sir John Hawkwood's career from the time he arrived in Italy. Do not include anything that is not in the last paragraph.
2	Give another word or phrase to replace the following words as they are used in the passage.
3	In not more than 200 words write an imaginary account of one of Sir John Hawkwood's exploits. Use the ideas given below. Do not write more than three paragraphs.Title: Hawkwood Defeated Introduction: News that Hawkwood and his men were approaching-panic- villagers prepared to defend farms. Development: Farmers fought-poorly armed-many killed-Hawkwood destroyed farms-sent message to prince of city state-demanded money-refused-battle followed-Hawkwood invaded city-many buildings were destroyed-people killed. Conclusion: Hawkwood was driven off-never attacked this city again-later became the prince's friend.
4	You had agreed to give a talk at your local library, but now find that you are unable to do so. Write a letter of about 80 words explaining why. Supply a suitable introduction and conclusion. Use the following ideas to write the purpose: sorry for the inconvenience-you are being sent abroad by your firm-will be away for three weeks-hope to give a talk on a later occasion.
5	Key structures: **Have** ($_I KS_{220}$).
6	Note how *have* has been used in lines 13 and 25.
7	Write sentences using *have* with the following.
8	Give the correct form of the verbs in brackets.

Concepts included in the passage

No. of the concept	Skill assured	No. of the indicator
	Content	
Illustrative picture	1	1, 2, 4, 6
1	4	4
2	3	5
	Exercises	
1	2	4
	5	6, 11
2	3	2
	5	11
3	2	4
	5	8, 11
4	2	4
	5	8, 11
5	1	9
6	1	9
7	2	4
	5	8, 11
8	2	4, 7

Skills assured in the passage
  b. **College Composition** :

Chapter One: The sentence/ Unity/ Pages: 18-20
Exercises of Chapter One/ Pages: 36-48
Unity :

The first requirement of a good sentence is unity; that is, it must express one main idea. All parts of the sentence should bear directly upon the main thought it is intended to convey.

A sentence will not have unity (a) if too many details are introduced, (b) if unrelated ideas are combined.

The following sentence lacks unity because some of the facts mentioned in it have no connection with the main idea :

Uncle George, short of temper and of health, eighty years old at this time and weighting ninety kilos, shouted angrily at the children who were playing outside his house.

The subject of this sentence is 'Uncle George'. The main idea is that he shouted angrily at the children. His age and his weight are completely different ideas so they should not be mentioned here. The relevant facts are his temper and his anger.

The sentence could be improved as follows :

Uncle George, a short-tempered man, shouted angrily at the children who were playing outside his house.

The following sentences are short, but they lack unity because two entirely unrelated ideas are put side by side in the same sentence :
a. **Selma wore a red dress and she had a good time at the party.**

The two ideas in this sentence are (1) Selma wore a red dress, and (2) she had a good time at the party. There is no connection between these two ideas, so they should not be put together in one sentence.
b. **Yesterday, Ali cut his hand, and he could not find his grammar book anywhere.**

The first part of this sentence states a fact about Ali's hand, while the second part mentions his grammar book. These totally different ideas should not be brought together in one sentence unless there is an obvious reason for connecting them. A sentence should contain only related thoughts. You should use one or more sentences for thoughts not closely related.

Say one thing at a time; say it as simply and clearly as you can; say it so that it cannot be misunderstood.

No.	Concept
	Content
1	The first requirement of a good sentence is unity; that is, it must express one main idea. All parts of the sentence should bear directly upon the main thought it is intended to convey.
2	The following sentence lacks unity because some of the facts mentioned in it have no connection with the main idea: Uncle George, short of temper and of health, eighty years old at this time and weighting ninety kilos, shouted angrily at the children who were playing outside his house. The subject of this sentence is 'Uncle George'. The main idea is that he shouted angrily at the children. His age and his weight are completely different ideas so they should not be mentioned here. The relevant facts are his temper and his anger.
3	The sentence could be improved as follows: *Uncle George, a short-tempered man, shouted angrily at the children who were playing outside his house.*
4	a. *Selma wore a red dress and she had a good time at the party.* The two ideas in this sentence are (1) Selma wore a red dress, and (2) she had a good time at the party. There is no connection between these two ideas, so they should not be put together in one sentence.
5	a. *Yesterday, Ali cut his hand, and he could not find his grammar book anywhere.* The first part of this sentence states a fact about Ali's hand, while the second part mentions his grammar book. These

	totally different ideas should not be brought together in one sentence unless there is an obvious reason for connecting them. A sentence should contain only related thoughts. You should use one or more sentences for thoughts not closely related.
	Exercises
1	In each of the following sentences, underline the subject and the main verb.
2	In each of the following sentences, a verb is underlined. Underline the subject of that verb.
3	Identify the following sentences as: Statements, Questions or Commands.
4	Construct eight simple sentences about the College Library, two to illustrate the declarative sentence, two to illustrate the interrogative sentence, two to illustrate the imperative sentence, and two to illustrate the explanatory sentence.
5	Join each of the following groups of sentences into one by using *and, but, or, so* or *for*. Change the sentences as necessary.
6	Match the following to make complex sentences.
7	Revise the following sentences so as to remove any lack of clearness or effectiveness due to word order.
8	In each of the following sentences, there is a dangling phrase. Correct each one.
9	Complete the following in your own words, underlying the subject of the participle phrase.
10	Correct all errors in the use of pronouns in the following sentences.
11	Re-write the following sentences, correcting the faulty point of view.
12	Re-write the following sentences so as to remove any lack clearness due to the omission of necessary words.
13	Re-write the following sentences using the correct form of the verb given in brackets. Pick out the subject of each verb.
14	Match the following to make complete sentences.
15	Re-write the following sentences in another form, without changing the meaning. Begin with the words in brackets.
16	Arrange the following groups of words in correct order to make complete sentences.
17	Write one sentence on each of the following.

Concepts included in the topic

No. of the concept	Skill assured	No. of the indicator
Content		
1	4	4
2	2	2, 9
3	2	1
4	2	6
5	2	6
Exercises		
1	5	3, 5
2	4	5
3	2	7
4	5	4, 8, 11
5	2	4
6	2	4
7	2	9
7	5	5
8	2	4
9	5	4, 5, 11
10	2	4
11	2	4
12	2	4
13	2	4
13	5	5
14	2	4
14	5	5
15	2	4
15	5	5
16	2	4
16	5	5
17	2	4
17	5	5, 8, 11

Skills assured in the topic