

"Patterns of Organization" (from Quinn and Irvings's *Active Reading in the Arts and Sciences*)

According to Shirley Quinn's and Susan Irvings's *Active Reading*, authors construct their works by following a "**pattern of organization**" (179, emphasis in the original). The patterns identified by Quinn and Irvings include "the **list** pattern, the **order** pattern, the **compare/contrast** pattern, the **cause-and-effect** pattern, and the **problem-solution** pattern" (179, emphasis in the original). When they discuss four different types of reading earlier in *Active Reading*, Quinn and Irvings claim that readers can perform better analysis of readings by identifying the type(s) of organization authors use (5).

EXAMPLES

list:

Bring something to write with, your notes, and all your readings to the midterm.

order (Quinn and Irvings identify several different order patterns (183-189)):

chronological:

First they studied academic literacy, then they studied social and cultural literacy, and finally they studied technological literacy.

process:

First they read Atwan's *Convergences* and constructed an assignment based on it, and then they addressed the assignment.

size or place:

The class will usually meet in the classroom, but on Wednesdays it will meet in the library; once or twice during the semester, it will meet at an alternate location.

importance:

To do well on the test, it is paramount that you be able to apply techniques covered in the course (in addition, you should be familiar with the course vocabulary).

compare/contrast:

The students all passed the quiz; however, some of them passed minimally while others received a "perfect" (100%) grade.

cause-and-effect:

Some students were able to refer to quotations from classmates effectively in their papers because they took notes well during class.

problem-solution:

If you are not performing well on the quizzes, you should attend a test taking workshop.