



# Opening Doors

Janet Elder Joe Cortina

Understanding  
College  
Reading

Seventh Edition

## READING SKILLS AND COMPETENCIES PRESENTED IN *OPENING DOORS*

✓ Skills	Competencies (Learning Outcomes)	Direct Instruction (Page Numbers)	Application (Activities & Quizzes)
<b>COMPREHENSION</b>			
<input type="checkbox"/> Predicting and Comprehension Monitoring	Anticipate what is coming next in a selection; evaluate your understanding as you read.	Predicting: 71 Comprehension monitoring: 71–72	
<input type="checkbox"/> Stated Main Ideas	Identify topic and stated main idea in paragraphs and multi-paragraph selections.	Topic: 207–11 Stated main idea: 212–17	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Implied Main Ideas	Identify topic and implied main idea in paragraphs and multi-paragraph selections.	275–84	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Supporting Details; Major and Minor Details	Identify specific information in paragraphs and multi-paragraph selections. Distinguish major from minor details.	Supporting details: 343–50 Major and minor details: 350–52	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Organizational Patterns	Determine primary and secondary organizational patterns in paragraphs and multi-paragraph selections.	Basic patterns: 413–33 Other patterns: 438–43	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Sentence Relationships	Identify relationships between and within sentences.	447–51	<ul style="list-style-type: none"> <li>• Checkpoint</li> </ul>
<input type="checkbox"/> Author's Purpose	Determine the author's primary purpose for writing.	516–22	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Author's Intended Audience	Determine the author's intended audience for paragraphs and multi-paragraph selections.	516–22	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Author's Tone	Analyze the author's tone & support with examples, including denotative, connotative meaning, and figurative language.	524–31	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Author's Point of View and Bias	Determine the author's position on an issue; detect an author's bias.	522–24	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Interpreting Graphs and Visual Aids	Interpret graphs, diagrams, images, and other visual representations of information.	Graphs: 707–16 Visual aids: 717–28	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<b>VOCABULARY</b>			
<input type="checkbox"/> Vocabulary in Context	Identify and use context clues to deduce the meaning of words.	74–76	<ul style="list-style-type: none"> <li>• Test Your Understanding</li> <li>• 270 items with the 27 reading selections</li> </ul>
<input type="checkbox"/> Word-Structure Clues	Use word-structure (structural analysis) clues to determine the meaning of words.	74–75, 77	<ul style="list-style-type: none"> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Figurative Language	Interpret an author's use of figurative language.	78–80	<ul style="list-style-type: none"> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Denotative and Connotative Meaning	Distinguish between connotative and denotative meaning.	77–78	<ul style="list-style-type: none"> <li>• Test Your Understanding</li> </ul>
<b>CRITICAL READING</b>			
<input type="checkbox"/> Fact and Opinion	Distinguish between facts and opinions.	595–98	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Inferences and Logical Conclusions	Synthesize information to make inferences and draw logical conclusions based on details in paragraphs and multi-paragraph selections.	603–04	<ul style="list-style-type: none"> <li>• Checkpoint</li> <li>• Test Your Understanding</li> </ul>
<input type="checkbox"/> Reasoning and Argument	Determine if an argument is logical, relevant, and adequate.	609–13	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<input type="checkbox"/> Deductive versus Inductive Reasoning	Distinguish between deductive and inductive reasoning in paragraphs and multi-paragraph selections.	608–09	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<input type="checkbox"/> Propaganda Devices	Identify propaganda devices used by authors.	617–21	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<b>STUDY SKILLS</b>			
<input type="checkbox"/> SQ3R Study-Reading System	Use Survey, Question, Read, Recite and Review steps with textbook material.	SQ3R: 145–52 Textbooks: 690–91	
<input type="checkbox"/> Marking, Annotating, and Cornell Note-taking	Underline, highlight, and make marginal annotations; use the Cornell note-taking method.	Marking and annotating: 694–97 Cornell method: 698–702	
<input type="checkbox"/> Outlining, mapping, and summarizing	Organize main ideas and supporting details in formal and informal ways to show relationships among them.	Outlining: 697–98 Mapping: 704–05 Summarizing: 706	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<input type="checkbox"/> Preparing for Tests	Create test review cards and test review sheets.	Test preparation: 765–69 Review cards: 769–71 Review sheets: 771–74	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>
<input type="checkbox"/> Textbook Features	Recognize and use textbook features.	692–93	
Additional skills include reading rates, goal setting, following directions, online search techniques, and time management.			

# ASSIGNMENT SHEET AND PROGRESS RECORD, PART TWO

## ESSENTIAL SKILLS REVIEW TESTS AND READING SELECTIONS

Due Date	Essential Skills Review Tests (10 items each)		SCORE
_____	TEST 1 "Credit Scores" pp. 783–85	_____	_____
_____	TEST 2 "Green Economy" pp. 787–89	_____	_____
_____	TEST 3 "Toothbrushes" pp. 791–93	_____	_____
_____	TEST 4 "ATM Robberies" pp. 795–96	_____	_____
_____	TEST 5 "Types of Support in Speeches" pp. 797–98	_____	_____
_____	TEST 6 "Neat Versus Sloppy People" pp. 799–01	_____	_____
_____	TEST 7 "Lifeboat Ethics" pp. 803–05	_____	_____
_____	TEST 8 "The Power of Party Loyalties" pp. 807–09	_____	_____
_____	TEST 9 "Mistaken Opinions" pp. 811–13	_____	_____
_____	TEST 10 "Internet Pornography" pp. 815–17	_____	_____
		<b>Comprehension</b>	
		<b>Questions</b>	
		<b>Vocabulary</b>	
		<b>in Context</b>	
		<b>Reading Skills</b>	
		<b>Application</b>	
		<b>TOTAL</b>	
		<b>SCORE</b>	
		<b>PERCENT</b>	
		<b>SCORE</b>	
Due Date	Reading Selections	10	10
_____	1.1: "Why Go to College?" (Student Success) pp. 27–39	_____	_____
_____	1.2: "Getting Ready for Prime Time" (Business) pp. 40–54	_____	_____
_____	1.3: "Saved" (Literature) pp. 55–66	_____	_____
_____	2.1: "Becoming a Peak Performer" (Student Success) pp. 105–16	_____	_____
_____	2.2: "Terrorism in a Global Age" (History) pp. 117–30	_____	_____
_____	2.3: "A Whale of a Survival Problem" (Biology) pp. 131–41	_____	_____
_____	3.1: "Struggle for Equality" (Government) pp. 161–74	_____	_____
_____	3.2: "Parenthood" (Human Development) pp. 175–88	_____	_____
_____	3.3: "Art in the Service of Religion" (Art Appreciation) pp. 189–201	_____	_____
_____	4.1: "Plagiarism, Term Papers & Web Research" (Information Technology) pp. 235–46	_____	_____
_____	4.2: "Classes without Walls" (Student Success) pp. 247–59	_____	_____
_____	4.3: "Muhammad" (History) pp. 261–71	_____	_____
_____	5.1: "Identity Theft" (Personal Finance) pp. 301–14	_____	_____
_____	5.2: "Violence in Television and Video Games" (Psychology) pp. 315–26	_____	_____
_____	5.3: "Demography, the Study of Population" (Sociology) pp. 327–40	_____	_____
_____	6.1: "The Millennial Generation" (Health) pp. 371–84	_____	_____
_____	6.2: "Quacks and Quackery" (Health) pp. 385–96	_____	_____
_____	6.3: "Helping Third World Countries" (Economics) pp. 397–409	_____	_____
_____	7.1: "E-Commerce? It's E-Normous!" (Business) pp. 467–79	_____	_____
_____	7.2: "The Development of Rock Music" (Music Appreciation) pp. 481–97	_____	_____
_____	7.3: "Reactions to Impending Death" (Psychology) pp. 499–511	_____	_____
_____	8.1: "Prologue" From <i>The Invisible Man</i> (Literature) pp. 551–61	_____	_____
_____	8.2: "Public Speaking in a Multicultural World" (Speech Communication) pp. 563–77	_____	_____
_____	8.3: From <i>The Things They Carried</i> (Literature) pp. 579–89	_____	_____
_____	9.1: "Improving Social Welfare through Public Education" (Government) pp. 643–57	_____	_____
_____	9.2: "Your Financial Wellness" (Health) pp. 659–70	_____	_____
_____	9.3: "Do We Consume Too Much?" (Environmental Science) pp. 671–84	_____	_____
_____	10.1: "The Age of Globalization" (History) pp. 745–62	_____	_____
_____	11.1: "Cultural Diversity" (Marriage and Family) p. 779 and Online Learning Center	_____	_____

# Opening Doors

*Understanding College Reading*

SEVENTH EDITION

**Janet Elder   Joe Cortina**

**Richland College**

*Dallas County Community College District*





## OPENING DOORS

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# About the Authors

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Janet Elder



Joe Cortina

**Janet Elder** and **Joe Cortina** began their writing collaboration as colleagues in the Human and Academic Development Division at Richland College, a member of the Dallas County Community College District. Professor Elder now writes full time; professor Cortina currently teaches both developmental reading and honors English courses at Richland, and serves as the developmental reading program coordinator. Both are trained reading specialists and are highly experienced in teaching basic

and advanced reading improvement and study skills courses. Their combined teaching experience spans elementary, secondary, and undergraduate levels, as well as clinical remediation.

Dr. Elder and Dr. Cortina began collaborating in 1985. Their first textbook was *Comprehending College Textbooks: Steps to Understanding and Remembering What You Read*. Their beginning-level textbook, *New Worlds: An Introduction to College Reading*, is now in its fifth edition. Dr. Elder is also the author of an introductory-level text, *Entryways into College Reading and Learning*, and an intermediate- to upper-level college reading improvement textbook, *Exercise Your College Reading Skills: Developing More Powerful Comprehension*, second edition. Both authors are long-standing members of the College Reading and Learning Association (CRLA) and the National Association for Developmental Education (NADE). Dr. Cortina is also a member of the Texas counterparts of these national organizations, Texas-CRLA and TADE, and Dr. Elder has given numerous presentations at their conferences over the years.

**Janet Elder** was graduated summa cum laude from the University of Texas in Austin with a B.A. in English and Latin, and is a member of Phi Beta Kappa. She was the recipient of a government fellowship for Southern Methodist University's Reading Research Program, which resulted in a master's degree. Her Ph.D. in curriculum and instruction in reading is from Texas Woman's University where the College of Education presented her the Outstanding Dissertation Award. After teaching reading and study skills courses at Richland for several years, she implemented the college's Honors Program and directed it for six years before returning to teaching full time. She was a three-time nominee for excellence in teaching awards. Disability Services students also selected her three times as the recipient of a special award for "exceptional innovation, imagination, and consideration in working with students with disabilities." She is a recipient of the National Institute for Staff and Organizational Development's Excellence Award. In fall 2004, she left teaching in order to write full time, but she continues her affiliation with Richland as a professor emerita.

**Joe Cortina** earned his B.A. degree in English from San Diego State University and his master's degree and doctoral degree in curriculum and instruction in reading from the University of North Texas. He has taught undergraduate teacher education courses in reading at the University of North Texas and Texas Woman's University. In 2010 Dr. Cortina received Richland College's Excellence in Teaching Award for Full-Time Faculty. In 1994, 2009, and 2011 he was a recipient of the Excellence Award given by the National Institute for Staff and Organizational Development. And in 1992 he was selected as an honored alumnus by the Department of Elementary, Early Childhood and Reading Education of the University of North Texas. In addition to teaching, Dr. Cortina conducts in-service training and serves as a mentor to both new full-time and adjunct faculty at Richland College.

# Brief Contents

---

*Preface* xvi

<b>PART ONE</b>	<b>Orientation: <i>Preparing and Organizing Yourself for Success in College</i></b> 1
<b>CHAPTER 1</b>	<b>Making Yourself Successful in College</b> 3
<b>CHAPTER 2</b>	<b>Approaching College Reading and Developing a College-Level Vocabulary</b> 67
<b>CHAPTER 3</b>	<b>Approaching College Assignments: Reading Textbooks and Following Directions</b> 143
<b>PART TWO</b>	<b>Comprehension: <i>Understanding College Textbooks by Reading for Ideas</i></b> 203
<b>CHAPTER 4</b>	<b>Determining the Topic and the Stated Main Idea</b> 205
<b>CHAPTER 5</b>	<b>Formulating Implied Main Ideas</b> 273
<b>CHAPTER 6</b>	<b>Identifying Supporting Details</b> 341
<b>CHAPTER 7</b>	<b>Recognizing Authors' Writing Patterns</b> 411
<b>CHAPTER 8</b>	<b>Reading Critically</b> 513
<b>CHAPTER 9</b>	<b>Thinking Critically</b> 591
<b>PART THREE</b>	<b>Systems for Studying Textbooks: <i>Developing a System That Works for You</i></b> 685
<b>CHAPTER 10</b>	<b>Selecting and Organizing Textbook Information</b> 687
<b>CHAPTER 11</b>	<b>Rehearsing Textbook Information and Preparing for Tests</b> 763
	<b>Essential Skills Review Tests</b> 781
<b>APPENDIX 1</b>	<b>Glossary of Key Reading and Study Skills Terms</b> 818
<b>APPENDIX 2</b>	<b>A List of Word Parts: Prefixes, Roots, and Suffixes</b> 822
<b>APPENDIX 3</b>	<b>Master Vocabulary List</b> 829

*Credits* C-1

*Index* I-1

# Contents

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Preface xvi

## PART ONE

### Orientation: *Preparing and Organizing Yourself for Success in College* 1

## CHAPTER 1

### Making Yourself Successful in College 3

#### Skills 5

Doing What Successful Students Do 5

Motivating Yourself 7

Setting Your Goals 9

Identifying How You Prefer to Learn 11

Managing Your Time 14

*Setting Up a Weekly Study Schedule* 14

*Making the Most of Your Study Time* 18

*Planning Further Ahead: Creating a Monthly Assignment Calendar and Using a Daily To Do List* 19

#### Creating Your Summary: Developing Chapter Review Cards 21

#### Readings 27

SELECTION 1.1 “Why Go to College?” Student Success

from *P.O.W.E.R. Learning: Strategies for Success in College and Life* by Robert S. Feldman 27

SELECTION 1.2 “Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow” Business

from *Understanding Business* by William Nickels, James McHugh, and Susan McHugh 41

SELECTION 1.3 “Saved” Literature

from *The Autobiography of Malcolm X* as told to Alex Haley 55



## CHAPTER 2

## Approaching College Reading and Developing a College-Level Vocabulary 67

## CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 5: Study Techniques	Flexible Reading Rates	<ul style="list-style-type: none"> <li>Understand the skill of reading with flexible reading rates</li> <li>Understand the 5 reading rates and when to use each</li> </ul>
Unit 1: Vocabulary Skills	Vocabulary: Context Clues	<ul style="list-style-type: none"> <li>Understand the skill of using context clues</li> <li>Recognize 6 types of context clues</li> <li>Recognize clue words and signals for 6 types of context clues</li> <li>Use context clues to determine a word's meaning</li> <li>Use context clues to select the appropriate dictionary definition</li> </ul>
Unit 1: Vocabulary Skills	Vocabulary: Word-Structure Clues	<ul style="list-style-type: none"> <li>Understand the skill of using word-structure clues</li> <li>Identify and know the meaning of common prefixes</li> <li>Identify and know the meaning of common roots</li> <li>Identify and know the meaning of common suffixes</li> <li>Use one or more word parts to unlock a word's meaning</li> </ul>
Unit 3: Interpreting	Author's Tone and Figurative Language	<ul style="list-style-type: none"> <li>Understand 4 common figures of speech and the skill of interpreting them</li> <li>Interpret 4 common figures of speech</li> </ul>

**Skills 69**

Understanding the Reading Process 69

Improving Your Reading 71

*Predicting as You Read* 71*Monitoring Your Comprehension* 71*Adjusting Your Reading Rate* 71

Developing a College-Level Vocabulary 74

*Using Context Clues* 75*Using Word-Structure Clues* 75*Understanding Denotations and Connotations of Words* 77*Understanding Figurative Language* 78**Creating Your Summary: Developing Chapter Review Cards 83****Test Your Understanding: Context Clues, Part 1 89****Test Your Understanding: Context Clues, Part 2 91****Test Your Understanding: Word Structure: Roots, Part 3 93****Test Your Understanding: Word Structure: Roots, Part 4 97****Test Your Understanding: Figurative Language, Part 5 101****Test Your Understanding: Figurative Language, Part 6 103**

**Readings 105**

**SELECTION 2.1 “Making It Happen: Creating Positive Change to Become a Peak Performer”** Student Success  
from *Peak Performance: Success in College and Beyond* by Sharon K. Ferrett 105

**SELECTION 2.2 “Terrorism in a Global Age”** History  
from *Nation of Nations: A Narrative History of the American Republic* by James Davidson et al. 117

**SELECTION 2.3 “A Whale of a Survival Problem”** Biology  
from *The Nature of Life* by John Postlethwait and Janet Hopson 131

**CHAPTER 3****Approaching College Assignments: Reading Textbooks and Following Directions 143****CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE**

Unit	Topic in PLP	Relevant Learning Objectives
Unit 5: Study Techniques	Using Textbooks Effectively	<ul style="list-style-type: none"> <li>Understand the skill of using the SQ3R study technique</li> </ul>

**Skills 145**

College Textbooks: Methods for Reading and Studying Effectively 145

The SQ3R Study System 146

The Three-Step Process for Reading and Studying Textbooks 146

*Step 1: Prepare to Read* 147

*Step 2: Ask and Answer Questions to Enhance Your Reading* 149

*Step 3: Review by Rehearsing the Answers to Your Questions* 151

Following Directions in Textbooks and on Tests 152

*Guidelines for Following Directions* 152

*Example: Directions for a Test* 153

**Creating Your Summary: Developing Chapter Review Cards 155****Readings 161**

**SELECTION 3.1 “African Americans: The Struggle for Equality”** Government  
from *The American Democracy* by Thomas E. Patterson 161

**SELECTION 3.2 “Parenthood: Now, Later, . . . Never?”** Human Development  
from *Human Development* by Diane E. Papalia, Sally Wendkos Olds, and Ruth Feldman 175

**SELECTION 3.3 “Art in the Service of Religion”** Art Appreciation  
from *Living with Art* by Rita Gilbert 189

## PART TWO

## Comprehension: *Understanding College Textbooks* by *Reading for Ideas* 203

## CHAPTER 4

### Determining the Topic and the Stated Main Idea 205

#### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 2: Comprehension	Main Idea	<ul style="list-style-type: none"> <li>• Differentiate between the topic and main idea</li> <li>• Understand the skill of locating the stated main idea of a paragraph</li> <li>• Locate the stated main idea in a paragraph</li> <li>• Locate the overall stated main idea of a longer selection</li> </ul>

#### Skills 207

The Topic of a Paragraph 207

*What Is the Topic of a Paragraph, and Why Is It Important?* 207

*Determining and Expressing the Topic* 207

The Stated Main Idea of a Paragraph 212

*What Is a Stated Main Idea, and Why Is It Important?* 212

*Locating the Stated Main Idea Sentence* 212

*How to Tell If You Have Identified the Stated Main Idea Sentence* 215

*How to Avoid Two Common Errors in Locating a Stated Main Idea* 216

*Stated Overall Main Ideas in Longer Passages* 216

#### Checkpoint: Locating the Stated Main Idea 218

#### Creating Your Summary: Developing Chapter Review Cards 223

#### Test Your Understanding: Determining the Topic and the Stated Main Idea, Part 1 227

#### Test Your Understanding: Determining the Topic and the Stated Main Idea, Part 2 231

#### Readings 235

##### SELECTION 4.1 “A Warning to Students: Plagiarism, Term Papers and Web Research” Information Technology

from *Using Information Technology: A Practical Introduction to Computers and Communications* by Brian K. Williams and Stacey C. Sawyer 235

##### SELECTION 4.2 “Classes without Walls: Distance Learning” Student Success

from *P.O.W.E.R. Learning and Your Life: Essentials of Student Success* by Robert S. Feldman 247

##### SELECTION 4.3 “Muhammad” History

from *The 100: A Ranking of the Most Influential Persons in History* by Michael K. Hart 261

## CHAPTER 5 Formulating Implied Main Ideas 273

### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 2: Comprehension	Main Idea	<ul style="list-style-type: none"> <li>• Differentiate between the stated and implied main ideas</li> <li>• Understand the skill of formulating the implied main idea of a paragraph</li> <li>• Formulate the implied main idea of a paragraph</li> <li>• Formulate the overall implied main idea of a longer selection</li> </ul>

#### Skills 275

Implied Main Ideas in Paragraphs 275

*What Is an Implied Main Idea?* 275

*Why Is Formulating Implied Main Ideas Important?* 275

Formulating an Implied Main Idea 275

*Steps to Follow* 275

*Three Formulas for Using Information in a Paragraph to Formulate the Main Idea* 276

*Requirements for Correctly Formulated Main Idea Sentences* 282

*Implied Overall Main Ideas in Longer Passages* 284

#### Checkpoint: Formulating Implied Main Ideas 285

#### Creating Your Summary: Developing Chapter Review Cards 289

#### Test Your Understanding: Formulating Implied Main Ideas, Part 1 293

#### Test Your Understanding: Formulating Implied Main Ideas, Part 2 297

#### Readings 301

**SELECTION 5.1** “Identity Theft: You Are at Risk” Personal Finance  
Information Synthesized from Internet Sources by Janet Elder 301

**SELECTION 5.2** “Violence in Television and Video Games: Does the Media’s Message Matter?”  
Psychology  
from *Essentials of Understanding Psychology* by Robert S. Feldman 315

**SELECTION 5.3** “Demography, the Study of Population” Sociology  
from *Sociology: An Introduction* by Richard J. Gelles and Ann Levine 327

## CHAPTER 6 Identifying Supporting Details 341

### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 2: Comprehension	Supporting Details	<ul style="list-style-type: none"> <li>• Understand the connection between main ideas and supporting details</li> <li>• Understand the types of information in supporting details</li> <li>• Apply the skill of identifying supporting details</li> <li>• Use signal words to identify supporting details</li> <li>• Distinguish between major and minor details</li> </ul>

**Skills 343**

Supporting Details in Paragraphs 343

*What Are Supporting Details?* 343*Why Are Supporting Details Important?* 343

Identifying and Listing Supporting Details 345

Major and Minor Details, and How to Tell the Difference 350

**Checkpoint: Identifying Supporting Details 354****Creating Your Summary: Developing Chapter Review Cards 357****Test Your Understanding: Identifying Supporting Details, Part 1 361****Test Your Understanding: Identifying Supporting Details, Part 2 365****Readings 371**

**SELECTION 6.1 “Shaping Your Health: The Millennial Generation and Early Adulthood”** Health  
 from *Understanding Your Health* by Wayne A. Payne, Dale B. Hahn, and Ellen B. Lucas 371

**SELECTION 6.2 “Quacks and Quackery”** Health  
 from *Concepts of Fitness and Wellness* by Charles Corbin, Greg Welk, William Corbin, and  
 Karen Welk 385

**SELECTION 6.3 “What Can Be Done to Help Third World Countries?”** Economics  
 from *A Beginner’s Guide to the World Economy* by Randy Charles Epping 397

**CHAPTER 7****Recognizing Authors’ Writing Patterns 411****CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE**

Unit	Topic in PLP	Relevant Learning Objectives
Unit 2: Comprehension	Authors’ Writing Patterns	<ul style="list-style-type: none"> <li>Understand the skill of identifying organizational patterns</li> <li>Understand 6 common organizational patterns</li> <li>Recognize clue words and signals for 6 organizational patterns</li> <li>Identify the organizational pattern in a paragraph</li> </ul>
Unit 2: Comprehension	Sentence Relationships	<ul style="list-style-type: none"> <li>Understand the skill of identifying within-sentence relationships</li> <li>Understand common types of within-sentence relationships and their clue words</li> <li>Interpret within-sentence relationships</li> <li>Understand common types of between-sentence relationships and their clue words, and the skill of identifying between-sentence relationships</li> <li>Interpret between-sentence relationships</li> </ul>

**Skills 413**

Patterns of Writing 413

*What Are Authors’ Writing Patterns?* 413*Why Is Recognizing Writing Patterns Important?* 414

Recognizing Author’s Writing Patterns 415

*List Pattern* 416*Sequence Pattern* 418

- Definition Pattern* 421
- Comparison-Contrast Pattern* 424
- Cause-Effect Pattern* 426
- Spatial Order Pattern* 429
- Avoid Seeing Everything as a List* 433

### **Checkpoint: Basic Writing Patterns 435**

- Other Writing Patterns 438
  - Addition Pattern* 438
  - Generalization and Example Pattern* 438
  - Statement and Clarification Pattern* 439
  - Summary/Conclusion Pattern* 440
  - Mixed Pattern* 441

### **Checkpoint: Other Writing Patterns 444**

- Relationships within and between Sentences 447
  1. *Clarification Pattern* 447
  2. *Example Pattern* 447
  3. *Addition Pattern* 448
  4. *Sequence Pattern* 448
  5. *Comparison Pattern* 449
  6. *Contrast Pattern* 449
  7. *Cause-Effect Pattern* 449
  8. *Problem-Solution Pattern* 449
  9. *Spatial Order Pattern* 450
  10. *Summary/Conclusion Pattern* 450
  11. *Concession Pattern* 451

### **Checkpoint: Relationships within and between Sentences 452**

### **Creating Your Summary: Developing Chapter Review Cards 455**

### **Test Your Understanding: Recognizing Authors' Writing Patterns, Part 1 459**

### **Test Your Understanding: Recognizing Authors' Writing Patterns, Part 2 463**

### **Readings 467**

- SELECTION 7.1** **“E-Commerce? It’s E-Normous!”** Business  
from *Understanding Business* by William Nickels, James McHugh, and Susan McHugh 467
- SELECTION 7.2** **“The Development of Rock Music and Rock in American Society”** Music Appreciation  
from *Music: An Appreciation* by Roger Kamien 481
- SELECTION 7.3** **“Reactions to Impending Death”** Psychology  
from *Essentials of Psychology* by Dennis Coon 499

## CHAPTER 8 Reading Critically 513

### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 3: Interpreting	Author's Purpose and Intended Audience	<ul style="list-style-type: none"> <li>• Understand 4 common purposes and the skill of identifying author's purpose</li> <li>• Understand how to identify or reason out the author's purpose</li> <li>• Apply the skill of determining the author's purpose in paragraphs</li> </ul>
Unit 3: Interpreting	Intended Purpose and Intended Audience	<ul style="list-style-type: none"> <li>• Understand 3 types of audiences and the skill of determining author's intended audience</li> <li>• Understand clues to identifying the author's intended audience</li> <li>• Apply the skill of identifying the author's intended audience</li> </ul>
Unit 3: Interpreting	Author's Point of View	<ul style="list-style-type: none"> <li>• Understand the skill of author's point of view</li> <li>• Understand clues that reveal the author's point of view</li> <li>• Identify the author's point of view in passages</li> </ul>
Unit 3: Interpreting	Author's Tone and Figurative Language	<ul style="list-style-type: none"> <li>• Understand the skill of author's tone and clues that reveal it</li> <li>• Understand common types of tone and the words that signal them</li> <li>• Identify the author's tone in passages</li> </ul>

### Skills 515

What Is Critical Reading? 515

Critical Reading Skills 515

*Determining an Author's Purpose and Intended Audience* 516

*Determining an Author's Point of View, Tone, and Intended Meaning* 522

### Checkpoint: Reading Critically 535

### Creating Your Summary: Developing Chapter Review Cards 539

### Test Your Understanding: Reading Critically, Part 1 543

### Test Your Understanding: Reading Critically, Part 2 547

### Readings 551

**SELECTION 8.1** "Prologue" Literature  
from *The Illustrated Man* by Ray Bradbury 551

**SELECTION 8.2** "Think Before You Speak: Public Speaking in a Multicultural World" Speech  
Communication  
from *The Art of Public Speaking* by Stephen E. Lucas 563

**SELECTION 8.3** *From The Things They Carried* Literature  
by Tim O'Brien 579

## CHAPTER 9 Thinking Critically 591

### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 4: Reading Critically	Fact and Opinion	<ul style="list-style-type: none"> <li>• Understand fact and opinion</li> <li>• Understand the skill of distinguishing facts from opinions</li> <li>• Identify facts and opinions in paragraphs</li> <li>• Distinguish well-supported opinions from poorly-supported and unsupported opinions</li> </ul>
Unit 4: Reading Critically	Inferences and Conclusions	<ul style="list-style-type: none"> <li>• Understand the skill of making inferences and drawing conclusions</li> <li>• Apply the skill of making inferences</li> <li>• Find the faulty inference</li> <li>• Apply the skill of drawing conclusions</li> <li>• Identify stated conclusions and the words that signal them</li> </ul>
Unit 4: Reading Critically	Evaluating an Author's Argument	<ul style="list-style-type: none"> <li>• Understand the skill of evaluating an author's argument</li> <li>• Understand the process of evaluating an author's argument</li> <li>• Evaluate an author's argument</li> </ul>

### Skills 593

What Is Critical Thinking, and Why Is It Important? 593

Critical Thinking Skills 593

*Why Readers Fail to Think Critically* 594

*Distinguishing Facts from Opinions and Determining Whether Opinions Are Well-Supported* 595

*Making Inferences and Drawing Logical Conclusions* 603

*Distinguishing between Deductive and Inductive Reasoning* 608

*Evaluating an Author's Argument* 609

*Identifying Propaganda Devices* 617

### Checkpoint: Thinking Critically 625

### Creating Your Summary: Developing Chapter Review Cards 629

### Test Your Understanding: Thinking Critically, Part 1 635

### Test Your Understanding: Thinking Critically, Part 2 639

### Readings 643

#### SELECTION 9.1 "Poverty in America and Improving Social Welfare through Public Education"

Government

from *The American Democracy* by Thomas E. Patterson 643

#### SELECTION 9.2 "Your Financial Wellness" Health

from *Connect Core Concepts in Health* by Paul Insel and Walton Roth 659

#### SELECTION 9.3 "Our Ecological Footprint: Do We Consume Too Much?" Environmental Science

from *Environmental Science: A Study of Interrelationships* by Eldon Enger and Bradley Smith 671



## PART THREE

## Systems for Studying Textbooks: *Developing a System That Works for You* 685

### CHAPTER 10

## Selecting and Organizing Textbook Information 687

### CONNECT Reading 2.0 Personalized Learning Plan CORRELATION GUIDE

Unit	Topic in PLP	Relevant Learning Objectives
Unit 5: Study Techniques	Using Textbooks Effectively	<ul style="list-style-type: none"> <li>Understand the skill of using the SQ3R study technique</li> </ul>
Unit 5: Study Techniques	Using Textbooks Effectively	<ul style="list-style-type: none"> <li>Understand the skill of using textbook features</li> </ul>
Unit 5: Study Techniques	Study Skills	<ul style="list-style-type: none"> <li>Understand the skill of marking and annotating textbooks</li> <li>Recognize correctly marked and annotated textbook passages</li> <li>Mark supporting details in textbooks</li> <li>Record supporting details in notes</li> </ul>
Unit 5: Study Techniques	Study Skills	<ul style="list-style-type: none"> <li>Understand the skill of outlining textbook information</li> <li>Recognize a correct outline of a passage</li> <li>Understand the skill of mapping</li> <li>Recognize a correct map of a passage</li> <li>Understand the skill of summarizing</li> <li>Recognize a correct summary of a passage</li> <li>Understand the Cornell note-taking method and its advantages</li> </ul>
Unit 5: Study Techniques	Using Textbooks Effectively	<ul style="list-style-type: none"> <li>Understand 4 types of graphic aids and how to interpret them</li> <li>Understand 4 types of visual aids and how to interpret them</li> </ul>

### Skills 689

Studying Better Rather Than Harder 689

Three Keys to Studying College Textbooks 690

*Key 1: Selectivity* 690

*Key 2: Organization* 690

*Key 3: Rehearsal* 691

Using Textbook Features 692

Marking Textbooks: Underlining, Highlighting, and Annotating 694

Taking Notes from Textbooks: Outlining, Mapping, and Summarizing 697

*Taking Notes on a Laptop or Tablet Notebook* 697

*Guidelines for Outlining* 697

*Guidelines for the Cornell Method of Note-Taking* 698

*Guidelines for Mapping* 703

*Guidelines for Summarizing* 706

Guidelines for Interpreting Graphs and Visual Aids 707

*Graphs* 708

*Visual Aids* 716

**Creating Your Summary: Developing Chapter Review Cards 739****Reading 745**

- SELECTION 10.1 “The Age of Globalization”** History  
 from *American History: A Survey* by Alan Brinkley 745

**CHAPTER 11****Rehearsing Textbook Information and Preparing for Tests 763****Skills 765**

- Rehearsal and Memory 765  
 Studying for Tests 767  
     *General Guidelines* 767  
     *Five-Day Test Review Plan* 768  
     *Creating Review Cards to Prepare for a Test* 769  
     *Creating Test Review Sheets* 771

**Creating Your Summary: Developing Chapter Review Cards 775****Reading 779**

- SELECTION 11.1 “Cultural Diversity: Family Strengths and Challenges”** Marriage and Family  
 from *Marriages and Families: Intimacy, Diversity, and Strengths* by David Olson and  
 John DeFrain 779

**Essential Skills Review Tests 781****APPENDIX 1****Glossary of Key Reading and Study Skills Terms 818****APPENDIX 2****A List of Word Parts: Prefixes, Roots, and Suffixes 822****APPENDIX 3****Master Vocabulary List 829**

*Credits C-1*

*Index I-1*

# Preface

## Opening Doors . . .

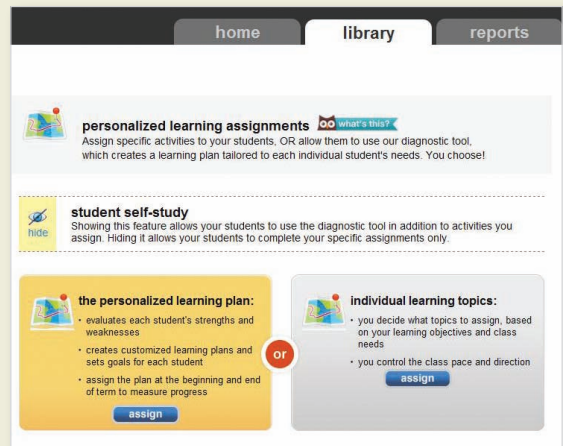
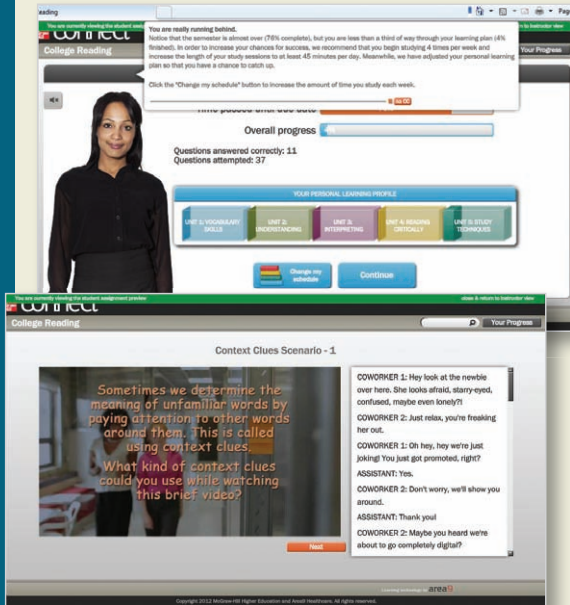
# Moving Students into College-Level Reading

**OPENING DOORS PAIRED WITH CONNECT READING 2.0 OFFERS PERSONALIZED LEARNING**

Powered by Connect Reading, students gain access to our groundbreaking personalized learning plan, which supports differentiated instruction. With a simple diagnostic test that assesses student proficiencies in five core areas of Vocabulary Skills, Understanding, Interpreting, Reading Critically, and Study Techniques, students' responses generate a self-guided, adaptive plan of contextualized reading lessons, videos, animations, and interactive exercises tailored to their specific needs.

Embedded reading selections across the academic disciplines prepare students for future coursework, and real-world videos and examples bring relevance to the students' work to further engage them and generate in-class discussion. Informed by metacognitive learning theory, the personalized learning plan continually adapts with each student interaction, while built-in time management features make students more productive, keep them on track, and ensure that they progress steadily to achieve course goals.

Built around common national learning objectives and designed to increase student readiness, motivation, and confidence, Connect Reading may be used in conjunction with any course material. This flexible content and format works well in traditional course settings, hybrid and online courses, or redesign models including accelerated courses, supplemental instruction, and emporium/lab-based environments. Instructors may assign individual learning topics in the personalized learning plan for weekly coursework or the holistic personalized learning plan for individualized instruction.



home library reports

jump to pg go book contents search ebook go

Chapter 14. Learning and the Brain

reading video images exercises my notebook

Page 183 Your Brain: A User's Manual Introduction

Building a Better Brain Is Within Every Student's Power

Myths or Facts about the Brain?

Your Brain: A User's Manual

The Truth about Multitasking

Learning and the Brain, Part 1

Learning and the Brain, Part 2

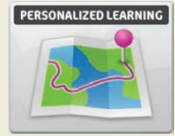
Emotion, Attention, and the Brain

Stress and the Brain

Memory

Additionally, the Connect Reading eBook contains 12 modules on learning and the brain in Chapter 14.

In *Opening Doors*, personalized learning plan icons appear next to the first heading of any chapter with related content.



The detailed table of contents for this book includes Connect Reading 2.0 Personalized Learning Plan Correlation Guides for each chapter. These guides beneath each chapter title provide instructors with a list of units, individual learning topics, and learning objectives in the personalized learning plan that relate directly to content in the chapter.

## OPENING DOORS EMPHASIZES PRACTICE

This new edition of *Opening Doors* contains more practice exercises. The new Checkpoint feature allows students to gain experience and practice with skills before they move to the Test Your Understanding sections. Ten new Essential Skills Review Tests (at the back of the book) allow students to apply multiple skills to 3- to 5-paragraph passages.

Extensive and varied exercises accompany every reading selection in *Opening Doors* to prepare students to read the selection and, afterward, give them opportunities to apply comprehension, vocabulary, and study skills.

### CHECKPOINT Locating the Stated Main Idea

*Directions:* To determine the stated main idea, read each paragraph carefully and then ask yourself, “What is the most important point the author wants me to understand about the topic of this paragraph? (Notice that you are told the topic of each paragraph.) Then select the answer choice that expresses the main idea and write the letter in the space provided.”

1. This paragraph comes from a United States government textbook:

One area in which African Americans have made substantial progress since the 1960s is elective office. Although the percentage of black elected officials is still far below the proportion of African Americans in the population, it has risen sharply over recent decades. There are now roughly 600 black mayors and more than 40 black members of Congress. The most stunning advance, of course, was the election of Barack Obama in 2008 as the first African American president.

*Source:* Adapted from Thomas E. Patterson, *The American Democracy*, Alternate Edition, 10e, p. 137. Copyright © 2011 by The McGraw-Hill Companies, Inc. Reprinted with permission of The McGraw-Hill Companies, Inc.

The topic of this paragraph is *African Americans in elective office*.

What is the stated main idea of this paragraph?

- The most stunning advance, of course, was the election of Barack Obama in 2008 as the first African American president.
- There are now roughly 600 black mayors and more than 40 black members of Congress.
- One area in which African Americans have made substantial progress since the 1960s is elective office.
- African Americans are still underrepresented in elective office.

2. This paragraph comes from a wellness textbook:

People often ask, “What makes a good marriage?” Is there a key trait that characterizes a successful marriage? Researchers have identified several patterns in “high-quality” or well-balanced, marriages. Some of these married people tend to focus their energies on joint activities. Their strongest wish is to spend time together, yet they also strike a balance between privacy and togetherness. Other couples focus their energies on being parents and on raising their children. Some dual-career couples, although they spend much of their energy on their individual careers, develop intimacy by sharing what is going on in their work.

*Source:* Adapted from Marvin R. Levy, Mark Dignan, and Janet H. Shirreffs, *Targeting Wellness: The Core*, p. 122. Copyright © 1992 by The McGraw-Hill Companies, Inc. Reprinted with permission of The McGraw-Hill Companies, Inc.

## OPENING DOORS EMPHASIZES ENGAGING READINGS

Reading selections were chosen for their excellence, student relevance, and value in helping students expand their knowledge base in a variety of academic subjects and on a variety of contemporary topics. In addition to updating introductions for a number of selections, the following new and updated reading selections include accompanying exercises, quizzes, and activities:

- 1.1** “Why Go to College?” (*Student Success*)
- 4.2** “Classes without Walls: Distance Learning” (*Student Success*)
- 6.2** “Quacks and Quackery” (*Health*)
- 9.2** “Your Financial Wellness” (*Health*)
- 9.3** “Our Ecological Footprint: Do We Consume Too Much?” (*Environmental Science*)

660

PART 2 Comprehension

### SELECTION 9.2: YOUR FINANCIAL WELLNESS

Wellness is a term that is often used to refer to a person's health, fitness, and lifestyle activities. And there are, indeed, many dimensions of wellness: physical wellness, emotional wellness, intellectual wellness, interpersonal wellness, spiritual wellness, and environmental wellness. But have you ever considered assessing your financial wellness? In this selection from a health textbook, the authors explain the basic elements of financial wellness and discuss how you can become financially “healthy.”

- 1 With the news full of stories of home mortgage foreclosures, credit card debt, and personal bankruptcies, it has become painfully clear that many Americans do not know how to manage their finances. Are such stressful experiences inevitable in today's world? Not at all. You can avoid them—and gain financial peace of mind—by developing the skills that contribute to financial wellness.

- 2 What exactly is financial wellness? Basically, it means having a healthy relationship with money. It involves such skills as knowing how to manage your money, using self-discipline to live within your means, using credit cards wisely, staying out of debt, meeting your financial obligations, having a long-range financial plan, and saving. It also includes managing your emotional relationship with money and being in charge of your financial decisions. If you haven't developed these skills yet, now is the time to start.

#### Learn to Budget

- 3 Although the word “budget” may conjure up thoughts of deprivation, a budget is really just a way of tracking where your money goes and making sure you're spending it on the things that are most important to you. Basic budgeting worksheets are available online, but you can also just use a notebook with lined paper. On one page, list your monthly income by source (for example, job, stipend, or parental aid), and on another, list your expenditures. If you're not sure where you spend your money, track your expenditures for a few weeks or a month. Then organize them into categories, such as housing (rent, utilities), food (groceries, eating out), transportation (car, insurance, parking, public transportation), entertainment

#### Annotation Practice Exercises

*Directions:* For each of the exercises below, think critically to answer the questions. This will help you gain additional insights as you read.

#### Practice Exercise

Do the authors present a statement of *fact* or *opinion* in the last sentence of paragraph 2?



The best way to avoid credit card debt is to have just one card, to use it only when necessary, and to pay off the entire balance every month.

## WHAT ELSE IS NEW IN THIS EDITION

In addition to incorporating the Connect Reading personalized learning plan, increasing the number of exercises, and updating the reading selections, *Opening Doors* includes the following enhancements:

- Thirteen new single-paragraph **Embedded Exercises** in Chapters 4 through 9. These excerpts are accompanied by open-ended, respond-in-writing exercises that provide immediate application of the skills presented in each chapter.
- Six new 5-question **Checkpoint** assessments, one each in Chapters 4 through 9. Multiple-choice exercises check students' understanding of the skills presented in each chapter. Because they target specific chapter skills, these easy-to-score activities provide additional practice and helpful feedback to both students and instructors.
- Ten new 10-question **Essential Skills Review Tests** at the end of the book. Each of these multiple-choice tests encompasses the vocabulary skills presented in Chapter 2 and the comprehension and critical reading skills presented in Chapters 4 through 9. This recursive review and/or assessment of essential skills allows students to strengthen and refine their skills, as well as see their progress. Tests can be assigned as homework or supplemental work, or used as collaborative in-class activities.
- Six new 10-question **Test Your Understanding** comprehension exercises, one each in Chapters 4 through 9. These open-ended, respond-in-writing exercises target the skills presented in each chapter. Because these are open-ended, they simulate what students must do when they deal with actual textbooks. They also provide opportunities for students to become more precise in their writing.
- Updated "Read More about This Topic Online" section at the beginning of each reading selection. These suggest key search words to encourage students to discover more about each topic on their own. Also included is an introduction to conducting online searches and evaluating websites.
- New **Reading Skills Competency Chart**. This comprehensive, color-coded chart is conveniently placed at the beginning of the text. It allows instructors and students to quickly locate specific reading, vocabulary, critical thinking skills, and study skills wherever they occur in the book. Specific competencies can be easily accessed for targeted instruction, review, and preparation for standardized or state-mandated tests.
- New **Assignment Sheet and Progress Record**. Located on the inside back cover, this score summary sheet allows students to record their scores and track their progress on the text's assessment exercises, reading selections, and multiple-skills tests.

## HALLMARK FEATURES

Designed to help students who read at a precollege level to move into college-level reading, the seventh edition of *Opening Doors: Understanding College Reading* teaches a systematic way of approaching college textbook material. While the scope of this book is broad, the focus is on the most crucial skill for successful college reading: comprehension. Comprehension skills are introduced early in the text and are integrated throughout the subsequent chapters. This enables students not only to learn the skills but also to practice extensively with them.

Although *Opening Doors* is designed for developmental readers, we continue to use primarily college textbook excerpts and other materials of the type students are likely to encounter in their content-area courses. We present selections that not only are interesting and appropriate but also help students expand their knowledge base in a variety of academic subjects and on a variety of topics.

Effective teaching hinges on providing the delicate balance between challenge and support. Some selections may be a slight stretch for students. This is intentional: It provides the opportunity for growth. With coaching and guidance from the instructor, students can comprehend the selections. They appreciate dealing with college-level material; they know it is what they will encounter in their other college courses. This type of practice enables them to transfer skills to other courses and gain the confidence that comes from experience.

The following hallmark features have been retained in the seventh edition:

- Direct instruction and scaffolded approach provide clear explanations and understandable examples.
- Recursive, integrated application of skills provides ample practice.
- Comprehensive coverage of reading for understanding, critical thinking, vocabulary, and study skills is incorporated.
- Numerous **textbook excerpts and longer passages** allow for application of reading and study skills.
- **Chapter Review Card** activity following each chapter provides a structured review of the essential concepts presented.
- The **Test Your Understanding** exercises appear in Chapters 4 through 9. These multiple-choice and open-ended exercises provide immediate feedback on students' understanding of chapter concepts. Students can check their comprehension immediately after completing the chapter and before starting the reading selections.
- Thorough treatment of **authors' writing patterns** is provided, including *list pattern* (division/classification), *sequence/time order pattern* (process), *definition pattern* (definition-example), *comparison-contrast pattern* (ideas in opposition), *cause-effect pattern*, and *spatial order pattern* (place order).
- Thorough treatment is given to **other writing patterns**. Many standardized tests, such as state-mandated ones and course exit tests, include patterns beyond the basic ones; the patterns now addressed are the *addition pattern*, the *generalization and example pattern*, the *statement and clarification pattern*,

the *summary pattern*, and the *mixed pattern*. Patterns beyond the basic ones are introduced in a separate section giving instructors flexibility as to whether they use them and to what extent. Awareness of writing patterns also enhances students' own writing.

- Thorough treatment is given to **relationships within and between sentences**, including *clarification, example, addition, sequence, comparison-contrast, cause-effect, problem-solution, spatial order, summary/conclusion, and concession*.
- **Twenty-seven full-length reading selections** are included (3 in each of the first nine chapters)
- **Reading Selection Quizzes** are included for the 27 reading selections in Chapters 1 through 9.

These 25-question quizzes contain three parts:

#### *Comprehension*

Ten questions much like those that a content-area instructor (such as a psychology professor) would expect students to be able to answer after reading the selection.

#### *Vocabulary in Context*

Ten questions that test students' ability to determine the meaning of a word by using context clues.

#### *Reading Skills Application*

Five questions that test the ability to apply certain reading skills to the material in the selection. These are the types of questions that appear on standardized reading tests, exit tests, and state-mandated basic skills tests.

- Annotation Practice Exercises and Respond-in-Writing Exercises that accompany each reading selection integrate writing and reading by calling for written responses and the formulation of the selection's overall main idea. Respond in Writing Exercises include collaborative options.
- Thorough treatment of the SQ3R Study System and an enhanced section on the Three-Step Process for Reading and Studying Textbooks are included. SQ3R, a familiar, long-standing study system, is introduced in Chapter 3; this is followed by an in-depth presentation of an effective three-step process in Chapter 10. This comprehensive approach provides effective, step-by-step procedures for approaching college textbook reading assignments (Chapters 3 and 10) and preparing for tests (Chapter 11).
- Thorough treatment of Interpreting Graphs and Visual Aids is offered in Chapter 10. Coverage of this topic is now more comprehensive, which is especially important since more people today get news and information from the Internet and increasingly in graphic form. Younger college students in particular get their information this way and need help in interpreting and evaluating it.
- A chapter-length Reading Selection (in Chapter 10) includes annotation, outlining, mapping, and note-taking exercises.



- Vocabulary and study skills are presented as they relate to learning from college textbooks and other college-level materials.
- Coverage of all skills typically included on state-mandated reading competency tests, as well as tips for scoring well on standardized reading tests, is provided.
- Consistency in philosophy and approach with *New Worlds* and *Exercise Your College Reading Skills*, other reading improvement textbooks in the Elder/Cortina series, is maintained.

## SUPPLEMENTS TO *OPENING DOORS*

### Annotated Instructor's Edition (AIE)

The AIE contains the full text of the student edition of the book with answers as well as an Instructor's Guide at the front, marginal Teaching Tips, Timely Words, and relevant quotations.

### Downloadable Instructor Supplements

A revised **Online Learning Center** contains a list of readings organized thematically and correlated with Connect Reading eBook readings, updated PowerPoints for each chapter, an updated instructor test bank with chapter quizzes, and the following **Supplemental Reading Selections** with questions that may be assigned as extra practice exercises or used as tests:

“America's Most Popular Drug: Caffeine”

From *Having Our Say: The Delany Sisters' First 100 Years*

“Latinos: An Emerging Influence in the United States”

“The Decision to Marry”

“Diabetes”

“Cultural Diversity: Family Strengths and Challenges” (chapter-length reading selection)

### Full-Length Textbook Chapters and Pedagogy to Customize *Opening Doors*

With **McGraw-Hill Create™**, you can easily arrange your book to align with your syllabus, eliminate chapters you do not assign, integrate material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes, to enhance the value of course materials for your students.

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	<b>Textbook/Edition/Author/Copyright/Content Area</b>	<b>Chapter Number and Title</b>	<b>No. of pages</b>
<b>#1</b>	<b>Choosing Success in Community College and Beyond</b> , 1st Ed., 2012 by Rhonda Atkinson and Debbie Longman ( <i>Student Success</i> )	Ch 12: “Exploring Career Options and Opportunities,” pp. 276–95	20
<b>#2</b>	<b>Business and Administrative Communication</b> , 10th Ed., 2013 by Kitty Locker and Donna Kienzler ( <i>Business</i> )	Ch 1: “Succeeding in Business Communication,” pp. 2–24	23
<b>#3</b>	<b>Emergency Medical Technician</b> , 2nd Ed., 2011 by Barbara Aehlert ( <i>Allied Health</i> )	Ch 16: “Scene Size-Up,” pp. 310–23	14
<b>#4</b>	<b>Computing Essentials 2013: Making IT Work for You</b> , Introductory Ed. by Timothy O’Leary and Linda O’Leary ( <i>Information Technology</i> )	Ch 1: “Information Technology, the Internet, and You,” pp. 2–28	27
<b>#5</b>	<b>Think Criminology</b> , 1st Ed., 2012 by John Fuller ( <i>Criminology</i> )	Ch 1: “Thinking Critically about Crime,” pp. 2–15	14
<b>#6</b>	<b>Think: Critical Thinking and Logic Skills for Everyday Life</b> , 2nd Ed., 2012 by Judith Boss ( <i>Critical Thinking</i> )	Ch 10: “Marketing & Advertising,” pp. 308–37	30
<b>#7</b>	<b>Connect Core Concepts in Health</b> , 12th Ed., Brief, 2012 by Paul Insel and Walton Roth ( <i>Health</i> )	Ch 15: “Conventional and Complementary Medicine,” pp. 362–83	22

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Go to [www.mcgrawhillcreate.com](http://www.mcgrawhillcreate.com) and register today!

## ACKNOWLEDGMENTS

The quality of *Opening Doors* is a testament to the skills and abilities of so many people. We are grateful to the following reviewers for their insightful suggestions for this edition:

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We wish you success in using *Opening Doors* to prepare your students to read textbooks effectively and to be more successful in college. We hope the endeavor will be enjoyable and rewarding for both you and your students.

A new edition of any textbook is the result of the efforts of many talented individuals, and we are fortunate to have worked with so many uniquely skilled and dedicated people. We are grateful to our new editor, Executive Brand Manager Kelly Villella-Canton, who deftly picked up the reins mid-project and applied her considerable energy, insight, and technological savvy to the enterprise. We thank Dawn Groundwater, Senior Director of Development, for graciously stepping in during the interim between editors. Also instrumental in the early stages was Development Editor Anne Leung, who helped get the project off to a successful start. Nor could we have asked for a more competent, congenial, and astute production team than Senior Production Editor Carey Eisner and Full Service Production Manager Melanie Field. From start to finish, working with them was a joy. We also thank copy editor Thomas Briggs for braving the many complex changes to this new edition. The efforts of Senior Designer Matt Diamond and Cover/Interior Designer Laurie Entringer are reflected in the pleasing new design and format of this edition of *Opening Doors*. In addition, we greatly appreciate the contributions of Text Permissions Editor Lori Church, Content Licensing Specialist Jeremy Cheshareck, photo researcher par excellence Ira Roberts, Marketing Manager Jaclyn Elkins, and Editorial Coordinator Dana Wan, who cheerfully handled various matters along the way. And, as ever, we are grateful to our longtime McGraw-Hill friend, the multi-talented Paul Banks, Director of Developmental English.

***Janet Elder***  
***Joe Cortina***



# Instructor's Guide

## CONTENTS

- Welcome
- The Format of *Opening Doors*
- Methodology and Approach
- New Features in This Edition
- Direct Instruction in Comprehension
- “Comprehension Core” Emphasis (Part Two: Chapters 4–9)
- Comprehension-Monitoring Questions
- Activities Accompanying the Reading Selections
- Alternative Teaching Sequences of *Opening Doors* Chapters
- The Demands of College-Level Reading
- Teaching Tips for Part One (Chapters 1–3)
- Teaching Tips for Part Two (Chapters 4–9)
- Teaching Tips for Part Three (Chapters 10–11)
- Thematic Groupings of *Opening Doors* Reading Selections and Correlated *Connect Reading* eBook Readings

**WELCOME**

*Writing is like driving sheep down a road. If there is any gate to the left or right, the readers will most certainly go into it.*

C. S. Lewis

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Welcome to the seventh edition of *Opening Doors: Understanding College Reading*. In writing *Opening Doors*, we took C. S. Lewis's words to heart: We have tried to make our explanations, instruction, and examples so clear that developmental readers cannot go astray.

Moreover, we designed a textbook that focuses on teaching and learning rather than testing. The research on writing as an effective learning tool is unequivocal. For this reason, our textbook incorporates writing as both a learning tool and a comprehension-monitoring technique. Students need practice putting into writing the ideas that they are comprehending. We accomplish this by having students annotate excerpts, respond in writing to the selections, write overall main ideas, and create chapter review cards.

Students are cheated if the content of college reading improvement materials is simplistic, contrived, or irrelevant. As they ultimately discover, practice with such materials does not expand their repertoire of useful and needed background knowledge, nor does it prepare them to deal effectively with the subsequent reading they must do in college. We have addressed this problem by drawing exclusively on widely used college texts and other college-appropriate materials for the examples, reading selections, numerous practice exercises, and essential skills review tests in *Opening Doors*.

The French essayist Joseph Joubert wrote, "To teach is to learn twice over." Our experience confirms this. We learn continually from our students and the feedback they give us. And, of course, we all want to do a competent job of teaching our students to comprehend their college textbooks. Toward this end, we have included special features in the *Annotated Instructor's Edition of Opening Doors*. These include three types of marginal annotations. There are "Teaching Tips," which are instructional pointers that we want to share with you. For each reading selection, there is at least one "Timely Word," a vocabulary word that is directly related to the content of the selection, but that goes beyond the vocabulary included in the selection itself. There are also "Timely Words" at the beginning of each reading selection. These are quotations—famous, profound, or funny—that pertain to the topic of the selection. They can be read aloud, used to open a class discussion, or used as writing prompts.

It goes without saying that we all want our students to emerge from our classes with the confidence that they can handle their college reading assignments, even if they have to work diligently to do so. We know that to be successful, our students must open certain academic, intellectual, and career "doors." We hope that this textbook will be a valuable key that helps students open those doors.

## THE FORMAT OF *OPENING DOORS*

*Opening Doors* takes a three-part approach to teaching students how to prepare for the demands of reading and studying in college:

- In **Part One, Orientation: Preparing and Organizing Yourself for Success in College**, students learn what successful college students do when they study and specific ways to approach college textbook assignments effectively. This section also contains information about developing a college-level vocabulary.
- In **Part Two, Comprehension: Understanding College Textbooks by Reading for Ideas**, students are guided through the “comprehension core” of the text. This section features an integrated, recursive presentation of essential reading comprehension skills, critical reading skills, and critical thinking skills that students must learn in order to be successful in college courses.
- In **Part Three, Systems for Studying Textbooks: Developing a System That Works for You**, students are introduced to a variety of study skills that can help them become more successful students.

With *Opening Doors*, students gain experience with college-level material, acquire useful background knowledge in a variety of subjects, and gain the confidence they need to deal with the “real thing”—college textbooks.

## METHODOLOGY AND APPROACH IN *OPENING DOORS*

- Focus on reading as a *thinking* process.
- *Core of essential comprehension skills* (Part Two: Chapters 4–9) and a *cumulative review* of these essential skills.
- Emphasis on teaching students to *ask questions* in order to become interactive readers and monitor their comprehension as they read.
- *Exclusive use of college textbook excerpts, essays, and other material of the type college students are likely to encounter*, in order to:
  - broaden background knowledge
  - learn college-level vocabulary in context
  - create a “transferability bridge” to other content-area courses
- *Prepare Yourself to Read* exercises
- *Read More about This Topic Online* exercises
- *Variety of reading comprehension exercises*:
  - Within-chapter practice exercises
  - Checkpoint practice exercises
  - Test Your Understanding exercises, Part 1 (multiple-choice exercises)
  - Test Your Understanding exercises, Part 2 (respond-in-writing exercises)
  - Essential Skills Review Tests

- *Reading Selection Quiz*, with three parts:
  - Comprehension
  - Vocabulary in Context
  - Reading Skills Application
- *Respond in Writing*, with optional collaborative learning exercises to:
  - employ writing-to-learn strategies
  - increase involvement in learning
  - provide group support
  - permit peer evaluation of responses

### NEW FEATURES IN THIS EDITION

- **Within-Chapter Practice Exercises.** These single-paragraph exercises give students an opportunity to apply what they have learned in each chapter by testing their understanding of a skill that has just been presented. There are numerous exercises such as these within Chapters 4–9. Exercises on topics, main ideas, supporting details, authors' writing patterns, and critical reading are included.
- **“Checkpoint” Practice Exercises.** These multiple-choice exercises, six each at the end of Chapters 4–9, give students the opportunity to check their understanding of the skills presented in each chapter. Because these single-paragraph exercises target specific skills, they provide students with additional practice and helpful feedback. These exercises may be used as in-class collaborative practice activities or assigned as homework.
- **Test Your Understanding Practice Exercises, Part 1 (Multiple-Choice Exercises).** These comprehension and vocabulary exercise sections at the end of Chapters 4–9, as well as Chapter 2, allow students to test themselves on the skills presented in each chapter. There are separate Test Your Understanding exercises for vocabulary in context, word parts, figurative language, topics, stated main ideas, implied main ideas, supporting details, authors' writing patterns, critical reading, critical thinking, and interpreting visual and graphic aids. These exercises may be used as in-class collaborative activities or assigned as homework or take-home tests.
- **Test Your Understanding Practice Exercises, Part 2 (Respond-in-Writing Exercises).** These comprehension exercise sections allow students to test themselves on the comprehension and critical reading skills presented in Chapters 4–9. These open-ended, respond-in-writing exercises simulate what students should do when they are studying and taking notes from actual textbooks. They also give students opportunities to become more precise in their writing. These exercises may also be used as in-class collaborative activities or assigned as homework or take-home tests.
- **Essential Skills Review Tests.** These ten 10-question multiple-choice tests at the end of *Opening Doors* allow students to test their mastery on the comprehension and critical reading skills presented in Chapters 4–9 and

the vocabulary skills presented in Chapter 2. These short, multiparagraph tests provide a review of essential skills and allow students to measure their progress.

- **Read More about This Topic Online Exercises.** These sections, included at the beginning of each reading selection, feature suggested key search words to encourage students to discover more about each topic on their own by searching online. Students are instructed to “Use a search engine, such as Google or Yahoo!, to expand your existing knowledge about this topic *before* you read the selection or to learn more about it *afterward*.” Students can also refer to a new section, “Finding Information Online Using Boolean Searches,” to learn how to use basic Boolean operators in order to limit, widen, or define their searches.
- **Reading Skill Competencies and Learning Outcomes Chart.** This comprehensive, color-coded chart is conveniently placed at the beginning of the text. It allows students to quickly locate specific reading, vocabulary, critical thinking skills, and study skills and exercises wherever they occur in the book. The chart also indicates specific learning outcomes addressed throughout *Opening Doors*.
- **CONNECT READING 2.0 Personalized Learning Plan Correlation Guides.** These charts present a correlation between the unit, topics, and relevant learning outcomes presented in Connect Reading 2.0 and the 11 chapters in *Opening Doors*.
- **Assignment Sheet and Progress Record.** This assignment and score summary sheet allows students to track their progress on Checkpoint exercises, Test Your Understanding exercises, Essential Skills Review tests, and reading selection quizzes.

## DIRECT INSTRUCTION IN COMPREHENSION

As the term *direct instruction* suggests, the instructor plays an important role in *explaining* each comprehension skill to students. *Although full explanations of each skill are provided in each chapter, most students need the instructor to go over the section in class.* We have taken care to arrange the explanations and examples in a logical manner. Carefully guiding students through these sections will make it easier for them to grasp each reading comprehension skill.

You will find that class sessions are invigorated by periodically having students work together in small groups on the reading selections. Students of all levels enjoy working in collaborative groups: Less able students appreciate the security, support, and learning that come from developing “group answers”; more capable students are stimulated by the opportunity to explore a passage with other students and compare their answers in order to arrive at consensus. Students delight in the opportunity to learn from each other. As the instructor, you should circulate among the groups as they work. Listen to their discussions, and ask and answer questions as needed. Then have each group present its answers. (Using a whiteboard or a document camera is an effective way to display group answers.) At this point, you can help students evaluate the correctness of the various groups’ answers, discuss incorrect responses, and make suggestions for improvement.



Your favorite instructional materials and media can be used to complement *Opening Doors*, and we encourage you to integrate these materials whenever appropriate.

### “COMPREHENSION CORE” EMPHASIS (PART TWO: CHAPTERS 4–9)

*Opening Doors* truly emphasizes *comprehension*, the heart of the reading process. Part Two, “Comprehension: Understanding College Textbooks by Reading for Ideas,” contains six chapters that present a thorough explanation of each reading comprehension skill. Each chapter also contains tips for applying the skills on standardized reading tests.

*Opening Doors* provides an *extensive, recursive application of reading skills*. There is ample opportunity for students to practice the skills presented in each chapter: Chapters 1–9 each contain three full-length selections, and Chapter 10 contains a chapter-length selection from a content-area textbook. These selections are accompanied by a broad range of exercises that include:

- Within-Chapter Exercises, “Checkpoint” Exercises, and Test Your Understanding Exercises to provide immediate feedback on students’ understanding of chapter concepts (Chapters 4–9)
- Essential Skills Review Tests to provide students with the opportunity to test their mastery on the comprehension and critical reading skills presented in Chapters 4–9 and the vocabulary skills presented in Chapter 2
- Structured Marginal Annotation Practice Exercises for students to complete (Chapters 3–9)
- Comprehension Exercises with questions of the type content-area instructors ask on tests (Chapters 1–10)
- Vocabulary Exercises that present *two* word-in-context examples for each word as well as the word’s pronunciation (Chapters 1–9)
- Reading Skills Application Questions similar to those found in reading skill competency exit tests and post-tests (Chapters 1–9)
- Respond in Writing Exercises (Chapters 1–9)
- Collaborative option for exercises on each reading selection (Chapters 1–10)

### COMPREHENSION-MONITORING QUESTIONS PRESENTED IN *OPENING DOORS*

The comprehension-monitoring questions that are presented throughout *Opening Doors* are listed below.

#### Reading Comprehension Chapters 4–7

**Determining the Topic:** “Who or what is this paragraph about?”

**Stated Main Idea:** “What is the single most important point the author wants me to understand about the topic of this paragraph?”

**Implied Main Idea:** *“What is the single most important point the author wants me to infer about the topic of this paragraph?”*

**Identifying Supporting Details:** *“What additional information does the author provide to help me understand the main idea completely?”*

**Recognizing Authors' Writing Patterns:** *“Which pattern did the author use to organize the main idea and the supporting details?”*

## Critical Reading and Thinking Chapters 8–9

**Determining an Author's Purpose:** *“Why did the author write this?”*

**Determining an Author's Intended Audience:** *“Who did the author intend to read this?”*

**Determining an Author's Point of View:** *“What is the author's position on this issue?”*

**Determining an Author's Tone:** *“What do the author's choice of words and style of writing reveal about his or her attitude toward the topic?”*

**Determining an Author's Intended Meaning:** *“What is the author's real meaning?”*

**Evaluating Whether Statements in Written Material Are Facts or Opinions:** *“Can the information the author presents be proved, or does it represent a judgment?”*

**Making Inferences:** *“What logical inference (conclusion) can I make, based on what the author has stated?”*

## Vocabulary Chapter 2

**Vocabulary in Context:** *“Are there clues within the sentence or surrounding sentences that can help me deduce the meaning of an unfamiliar word?”*

**Word-Structure Clues:** *“Are there roots, prefixes, or suffixes that give me clues to the meaning of an unfamiliar word?”*

**Connotative Meaning:** *“Is there a positive or negative association in addition to the literal meaning of a word?”*

**Figurative Language:** *“Should these words or this expression be interpreted figuratively?”*

## Evaluating an Author's Argument Chapter 9

**Identifying the Issue:** *“What controversial topic is this passage about?”*

**Determining the Author's Argument:** *“What is the author's position on the issue?”*

**Determining the Author's Bias:** *“Which side of the issue does the author support?”*

**Identifying the Author's Assumptions:** *“What does the author take for granted?”*

**Identifying Support:** *“What types of support does the author present?”*

**Deciding Whether an Author's Support Is Relevant:** *“Does the support pertain directly to the argument?”*

**Evaluating Whether an Author's Argument Is Objective and Complete:** *“Is the argument based on facts and other appropriate evidence? Did the author leave out information that might weaken or disprove the argument?”*

**Evaluating Whether an Author's Argument Is Valid and Credible:** *“Is the author's argument logical and believable?”*

**Identifying Propaganda Devices:** *“Has the author tried to unfairly influence me to accept his or her point of view?”*

## ACTIVITIES ACCOMPANYING THE READING SELECTIONS

Each of the 27 reading selections in Chapters 1–9 is accompanied by preliminary and follow-up exercises.

**The exercises that *precede* the reading selection are:*****Prepare Yourself to Read***

This activity is designed to activate students' schemata (prior knowledge) and teach them to make predictions. It also serves to remind them of the skills introduced in the chapter, and it gives them strategies for monitoring their comprehension as they read.

***Read More about This Topic Online***

This activity suggests key search words to encourage students to discover more about the topic of the selection or, in some cases, the author on their own by searching online. Students are instructed to "Use a search engine, such as Google or Yahoo!, to expand your existing knowledge about this topic *before* you read the selection or to learn more about it *afterward*." Students can also refer to a new section, "Finding Information Online Using Boolean Searches," to learn how to use basic Boolean operators in order to limit, widen, or define their searches.

**The exercises that *accompany* the reading selection are:*****Apply Comprehension Skills—Annotation Practice Exercises***

Students now have the opportunity to *utilize* the skills and techniques introduced in the chapter by applying them to the selection. Structured annotation practice exercises are used to accomplish this.

**The exercises that *follow* each reading selection are:****READING SELECTION QUIZ**

The Reading Selection Quiz that follows each selection consists of three parts. You may wish to assign some or all of them. The three parts are:

***Comprehension*** Items 1–10 test students' understanding of the material in the selection. These questions are the type a content-area instructor would ask on a test over the material. Therefore, remind students that they should base their answers *solely* on the information in the selection. Students should refer to the selection as they answer each question. You may want to ask students to record the paragraph numbers in which they find the answers to the questions.

***Vocabulary in Context*** Items 11–20 test students' ability to determine the meaning of a word by using context clues. Emphasize to students that they should choose the answer that makes sense in *both* sentences. Encourage students to complete this part of the quiz without referring to a dictionary. However, even if they need to use a dictionary to confirm an answer choice, they still have to determine which dictionary definition fits the context of *both* sentences.

***Reading Skills Application*** Items 21–25 test students' ability to apply certain *reading skills* to the material in the selection, as opposed to testing their understanding of the content of the selection. These are the types of questions that might appear on standardized reading tests, course exit tests, and state-mandated basic skills tests.

**RESPOND IN WRITING**

Students respond in writing to a selection by organizing, analyzing, or applying information in it. These exercises foster students' writing ability, as well as reinforce and extend their comprehension of the content of the selections.

Respond in Writing exercises are also appropriate as collaborative exercises. Instruct students to work in pairs or small groups whenever you deem it beneficial.

## ALTERNATIVE TEACHING SEQUENCES OF *OPENING DOORS* CHAPTERS

If you prefer to deviate from the recommended sequence of topics (in the first box below), we suggest one of the three alternative sequences.

### RECOMMENDED SEQUENCE (TOPICS IN THE ORDER PRESENTED IN THE TEXT)

#### **Part One: Orientation: Preparing and Organizing Yourself for Success in College**

Chapter 1: Making Yourself Successful in College

Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

Chapter 3: Approaching College Assignments

#### **Part Two: Comprehension: Understanding College Textbooks by Reading for Ideas**

Chapter 4: Determining the Topic and the Stated Main Idea

Chapter 5: Formulating Implied Main Ideas

Chapter 6: Identifying Supporting Details

Chapter 7: Recognizing Authors' Writing Patterns

Chapter 8: Reading Critically

Chapter 9: Thinking Critically

#### **Part Three: Systems for Studying Textbooks: Developing a System That Works for You**

Chapter 10: Selecting and Organizing Textbook Information

Chapter 11: Rehearsing Textbook Information and Preparing for Tests

### ALTERNATIVE SEQUENCES

#### **Alternative Sequence I**

#### **Part Two: Comprehension: Understanding College Textbooks by Reading for Ideas**

Chapter 4: Determining the Topic and the Stated Main Idea

Chapter 5: Formulating Implied Main Ideas

Chapter 6: Identifying Supporting Details

Chapter 7: Recognizing Authors' Writing Patterns

Chapter 8: Reading Critically

Chapter 9: Thinking Critically

*(Continued on next page)*

**Part One: Orientation: Preparing and Organizing Yourself for Success in College**

Chapter 1: Making Yourself Successful in College

Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

Chapter 3: Approaching College Assignments

**Part Three: Systems for Studying Textbooks: Developing a System That Works for You**

Chapter 10: Selecting and Organizing Textbook Information

Chapter 11: Rehearsing Textbook Information and Preparing for Tests

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**Alternative Sequence II****Introduction to College and College Reading:**

Chapter 1: Making Yourself Successful in College

Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

**Comprehension Core:**

Chapter 4: Determining the Topic and the Stated Main Idea

Chapter 5: Formulating Implied Main Ideas

Chapter 6: Identifying Supporting Details

Chapter 7: Recognizing Authors' Writing Patterns

Chapter 8: Reading Critically

Chapter 9: Thinking Critically

**Study Skills:**

Chapter 3: Approaching College Assignments

Chapter 10: Selecting and Organizing Textbook Information

Chapter 11: Rehearsing Textbook Information and Preparing for Tests

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**Alternative Sequence III****Comprehension Core:**

Chapter 4: Determining the Topic and the Stated Main Idea

Chapter 5: Formulating Implied Main Ideas

Chapter 6: Identifying Supporting Details

Chapter 7: Recognizing Authors' Writing Patterns

Chapter 8: Reading Critically (omit or use selected elements)

Chapter 9: Thinking Critically (omit or use selected elements)

**Introduction to College and Study Skills:**

Chapter 1: Making Yourself Successful in College

Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

Chapter 3: Approaching College Assignments

Chapter 10: Selecting and Organizing Textbook Information (omit or use selected elements)

Chapter 11: Rehearsing Textbook Information and Preparing for Tests (omit or use selected elements)

**THE DEMANDS OF COLLEGE-LEVEL READING**

Typically, college textbooks present the most difficult reading adults ever encounter. Students need to know that at times every undergraduate feels frustrated or discouraged by a textbook. It can be reassuring to students to learn that this happens to everyone, that they can improve their reading and study skills, and that they can learn to deal successfully with these feelings.

***Text-Related Demands*****1. *Difficulty of Content***

College textbooks contain content, including complex content, that is new to most students. Conceptually, many of the concepts are challenging to grasp, and this is compounded by the fact that students often have little or no cognitive framework to which to attach the concepts.

**2. *Idea Density***

In college material, even a single paragraph can contain a wealth of information. Students may feel overwhelmed and complain that “there’s too much to learn” and “everything seems important!”

**3. *Vocabulary Level***

In addition to the high general vocabulary level of college textbooks, there is much unfamiliar specialized and technical vocabulary. Students are not always aware that instructors expect them to learn these terms and be able to use them.

**4. *Patterns of Organization***

Authors’ patterns of organization are important in college textbooks. Teaching students to recognize these patterns can help them comprehend and recall information more effectively and efficiently.

***Reader-Related Demands*****5. *Prior Knowledge***

What appears to be a reading comprehension problem may in reality be a more general comprehension problem: Students simply may not have enough

background knowledge to understand the new material—regardless of whether it is presented orally or in print. Nor do students always realize that it is their responsibility to fill in the gaps in their knowledge. They can be directed to talk to a knowledgeable person or to read a simpler explanation first. Once these gaps are filled, students are often able to deal successfully with their textbook.

6. *Comprehension Monitoring*

Because college material is complex, students must learn to stop at regular intervals to monitor their comprehension. They can monitor simply by asking themselves whether they are comprehending. They should be taught that when they feel they are not understanding (or not understanding enough), they should apply the comprehension questions presented in *Opening Doors*. (In other words, they should begin by asking themselves, “Who or what is this passage about?” in order to determine the topic.) Comprehension-monitoring questions are featured as marginal annotations in Chapter 2 and throughout Chapters 4–9, the “comprehension core” section.

## TEACHING TIPS FOR PART ONE

### Orientation: Preparing and Organizing Yourself for Success in College

#### *Introducing the Chapters*

1. *Introduce each chapter by calling attention to the Chapter Contents page.*
2. *It is also helpful to use the PowerPoint slides for each chapter available on the Instructor's Online Learning Center website.*
3. *Read aloud parts of the chapter (for example, the characteristics of effective students). Students benefit from and enjoy hearing the instructor read because it focuses their attention, allows them processing time, and helps with pronunciation. At the beginning, we explicitly tell students which information to highlight as we present the chapters. This allows students to develop a sense of how much (or how little!) is appropriate to highlight. We require students to bring a highlighter to class.*
4. *Remind students that information in all the textbook excerpts will help build their general knowledge. This will enhance their future comprehension as they make connections between existing knowledge and new information.*
5. *Make sure students complete the chapter review cards. As an alternative to assigning these as homework, however, we show a blank review card using a document camera and have the class tell us how to fill it in. They then copy the information in their books. Sometimes we have students work in pairs to complete the cards in class. Occasionally, we prefer simply to show a PowerPoint slide of some or all of a completed card and have students copy the information. Sometimes we collect the cards and use the best ones to make “answer keys.” Students like seeing cards that other students have made, and it is a way of recognizing students' work.*

6. *A good end-of-class exercise is a 5-minute session in which students write about anything that puzzled or confused them in the day's lesson or about something that they found especially helpful or useful. We collect these responses and often begin the next class session by addressing or discussing them. Another option to begin a class session is asking students to write briefly what they recall from the previous class session.*
7. *It is helpful to periodically ask students to respond to the more global writing prompt "How's It Going?" This can be a 10-minute, in-class writing session or a homework assignment. You may want to restrict responses to what is going on in your reading class. (Students may mention, for example, that not everyone in a collaborative group is doing his or her fair share, or an ESOL student may say that you speak too fast!) If you like, you can invite students (to whatever extent they wish to share the information) to write about anything that is affecting their schoolwork (having a demanding job or schedule, adjusting to college, living on one's own, etc.).*

### **Reading Selections and Exercises**

8. *If you prefer, you may assign reading selections by content area or by theme. A list of reading selections arranged by content areas and thematic groups is included on the Instructor's Online Learning Center website.*
9. *Initially, we work with students to complete the **Prepare Yourself to Read** section in class. This provides a good model and fosters success.*
10. *We find that reading aloud part (or occasionally all) of a **Reading Selection** generally helps students understand it better. As a rule, it is better for you to read the selection to your students than to call on them to read aloud. If your voice gives out, however, an equally effective alternative is to divide students into groups and have them take turns reading paragraphs aloud. Reading aloud in a small group is less daunting to students than reading in front of the whole class.*
11. *Another technique we use is to "talk through" a **Reading Selection**, giving our thoughts aloud as we read and process the material. Students are often surprised that experienced readers often make false starts, become momentarily confused while reading, or encounter unknown words. You can also ask students to bring challenging passages from their other textbooks. Students are fascinated at the opportunity to peek in on an experienced reader's metacognitive and comprehension-monitoring processes.*
12. *We often complete the first **Annotation Practice Exercise** of a reading selection with the class. (These are the exercises that appear in the margins of the reading selections in Chapters 2–9.) Completing the first exercise in class is a great motivator, because you can then talk in terms of "finishing" the other exercises in the selection for homework.*
13. *Go over the directions for the **Vocabulary in Context Quiz** with students to be sure they understand that the word they choose must fit the context of both sentences.*



14. *We occasionally have students share in small groups their answers to the **Reading Selection Quiz**. Then we have each group list its “group answers” on a grid on the board. We discuss only items on which the groups disagree and have the groups defend/explain their answers. Typically, they arrive at consensus—and the right answer.*
15. *When time permits, go over the corrected **Reading Selection Quiz**. Unless students understand what they have missed, they lose the opportunity to learn. If several students miss the same items, you may want to discuss only those. Another option is to allot a specific amount of time (e.g., 10 minutes) for students to ask questions. Finally, you can allow them to ask questions about items they did not understand even after finding out what the correct answer was.*
16. *For the **Respond in Writing** exercise that asks students to create an overall message (overall main idea) for the entire selection, divide students into collaborative groups and direct them to write a “group answer.” The groups’ answers can also be written on the board instead of on transparencies. Have them share their answers with the class and discuss which are the best answers.*

### Teaching Tips for Chapter 1: “Making Yourself Successful in College”

1. *Students genuinely enjoy the opportunity to write out their short-term, intermediate, and lifetime goals at the beginning of the semester. Obviously, the students’ privacy should be respected since goals are personal.*
2. *Take class time for students to make their study schedules. Using the form provided in the book, lead them through the step-by-step construction of a complete and realistic schedule. Sample schedules (shown on screen) can serve as helpful models.*
3. *Students enjoy knowing about their own learning preferences. Allow students to complete the Learning Preference Inventory in class. It takes only a few minutes.*
4. *Reading Selection 1.3, “Saved,” from The Autobiography of Malcolm X, makes a great read-aloud activity. (Students find this especially helpful with “Saved” because of the language and writing style.) Have students divide into groups of three or four. In each group, have students take turns reading a few paragraphs to one another. Ask students not to read ahead while others are reading. You may wish to begin this activity by reading the first several paragraphs to the class.*
5. *Guide students through the **Prepare Yourself to Read** section and the **Read More about This Topic Online** section the first time you assign a reading selection from this chapter.*
6. *You may wish to ask students to purchase packages of machine-scorable answer sheets (such as Scantron® Form 825E) to use with the **Reading Selection Quiz**. To reduce the paper flow, instruct students both to hand in the machine-scorable sheet and to record their answers in their books. That way, you can discuss the quizzes without having to return their machine-scorable answer*

*sheets: they will know from the class discussion how many they got correct. You may not always want to go over all of the answers; you might go over only the ones students had questions about. (This also helps keep the answers more secure over succeeding semesters.) You may also find it helpful to do an item analysis on each class's answers. If you have your students record their answers on Scantrons, you can use a Scantron Form 9702 Item Analysis to quickly and easily identify items that caused the most difficulty.*

- 7. Special Note:** In Chapter 1, let students know that the skills included in the **Reading Skills Application** section of the quiz have not been introduced yet. This section, however, serves as a valuable preview of these skills. Even so, students typically get several of the items correct, and they find this encouraging.

*If you do not want to grade students on the Reading Skills Application section of the quiz, you can instruct them to transfer only the Comprehension and Vocabulary in Context answers to the Scantron. Students can write the answers for the Reading Skills Application section in their books and check their answers when you go over them in class.*

- 8.** Don't assume that students won't enjoy **Respond in Writing** exercises. For example, *Respond in Writing for Reading Selection 1.3, "Saved,"* from *The Autobiography of Malcolm X*, typically elicits strong responses from students.
- 9.** Remember that you do not have to grade (or correct the mechanics in) the **Respond in Writing** exercises you assign, and you do not have to assign all of them. Focus on the correctness of content, reasonableness of conclusions, and so on.
- 10.** Students are always pleased when we bring to class copies of the books or textbooks from which a reading selection has been taken. You may already own a copy of *The Autobiography of Malcolm X*. If not, you can check it out from the library. If your school uses any of the textbooks from which reading selections have been drawn, ask to borrow a copy to take to class. Developmental students feel great pride in knowing they have read an excerpt from a well-known work or from a substantial textbook used in a "regular" college course.

### **Teaching Tips for Chapter 2: "Approaching College Reading and Developing a College-Level Vocabulary"**

- 1.** Present the sections "Understanding the Reading Process" and "Monitoring Your Comprehension" in class. You may wish to project these using a document camera. Students appreciate this information about reading and comprehension.
- 2.** Even though rate is not their primary problem, underprepared readers are often eager to improve their reading rate. Recognizing this, we have included a brief explanation of the various reading rates and their uses.
- 3.** Students find Selection 2.3, "A Whale of a Survival Problem," extremely interesting. To help them grasp how astoundingly large this animal is, have them go into the hall and measure or pace off a distance of approximately 100 feet, the

*average length of a blue whale. Alternatively, you can bring a 100-foot length of string to class and have students unwind it in the hall.*

- 4. Since all the vocabulary quizzes feature the use of context clues, be sure to go over this chapter's section on using the context.*
- 5. If you have not already done so, review the dictionary pronunciation key with students.*
- 6. The first time you assign a reading selection from this chapter, guide students through **Prepare Yourself to Read**. As they read the selection, be sure they respond to the questions that appear in the margins: "What do you predict will be discussed next?"*

### Teaching Tips for Chapter 3: "Approaching College Assignments"

- 1. Introduce students to the SQ3R study system and "The Three-Step Process for Reading and Studying Textbooks." Let them know that Part Three of this text elaborates on these skills in relation to organizing and preparing for a test.*
- 2. After presenting the section on following directions, have students apply these skills to **Prepare Yourself to Read**, the **Reading Selection Quiz**, and **Respond in Writing** by marking key parts of the directions.*
- 3. The first time you assign a reading selection from this chapter, guide students through it, demonstrating how to change section headings into questions or pose questions at logical points.*

## TEACHING TIPS FOR PART TWO

### Comprehension: Understanding College Textbooks by Reading for Ideas

#### Introducing the Chapters

- 1. Introduce each chapter by using the PowerPoint slides available on the Instructor's Online Learning Center website or by using a document camera to project the Chapter Contents on screen.*
- 2. It is helpful to project the example passages in the chapters and "talk" students through these. We assume that not all students will read the chapter explanation and examples carefully or completely.*
- 3. Read aloud the example passages in the body of the chapter. Students benefit from (and enjoy) hearing the instructor read them. It focuses their attention, allows them processing time, and helps with pronunciation. We explicitly tell students which information to highlight as we are presenting the chapters. This allows them to develop a sense of the amount that is appropriate to highlight.*
- 4. The first time an example passage from a particular content area is used, we describe that academic discipline. First-year college students are often not*

sure, for example, what sociology, economics, or other areas entail. (See paragraph excerpts in Chapter 4 for exact content areas.)

5. Remind students that information in all the example passages and in the embedded exercises within the chapters will help build their general knowledge. This will enhance their future comprehension as they make connections between existing knowledge and new information.
6. We make sure students complete the “**Checkpoint**” practice exercises. These multiple-choice exercises, six each at the end of Chapters 4–9, give students the opportunity to check their understanding of the skills presented in each chapter. Because these single-paragraph exercises target specific skills, they provide students with additional practice and helpful feedback. These exercises may be used as in-class collaborative practice activities or assigned as homework.
7. We also make sure students complete the Chapter Review Cards. Sometimes we have students work in pairs to complete the cards in class.
8. We emphasize the careful completion of the **Test Your Understanding Exercises** that are included after the Chapter Review Cards in Chapters 4–9. These exercises provide both you and the students feedback on chapter concepts before they start the reading selections. *Test Your Understanding, Part 1* can be assigned as a homework assignment or “take-home test.” *Test Your Understanding, Part 2* can be used as a collaborative activity.
9. As you begin working through the chapters in Part Two, the “comprehension core” of the text, select an appropriate time to begin assigning one or more of the **Essential Skills Review Tests**. These ten 10-question multiple-choice tests at the end of *Opening Doors* allow students to test their mastery on the comprehension and critical reading skills presented in Chapters 4–9 and the vocabulary skills presented in Chapter 2. These short, multiparagraph tests provide a review of essential skills and allow students to measure their progress.

### **Reading Selections and Exercises**

10. Initially, we work with students to complete the **Prepare Yourself to Read** section in class. This provides a good model and fosters success.
11. Reading aloud part (or occasionally all) of a **Reading Selection** generally helps students understand it better. An equally effective alternative is to divide students into groups and have them take turns reading paragraphs aloud.
12. You may notice that throughout this comprehension core section, we ask students to underline or highlight directly stated main ideas. Students are accustomed to highlighting their textbooks, but they often mark almost everything or simply highlight what is interesting or familiar. Marking main ideas increases the usefulness of their highlighting and teaches them the proper amount to mark, skills that can be transferred to other courses.
13. Another technique we use is to “talk through” a **Reading Selection**, giving our thoughts aloud as we read and interact with the material.

14. *We often complete the first **Annotation Practice Exercise** of a selection with the class. This is a great motivator, because it gets students off to a successful start.*
15. *As a change of pace, we sometimes divide students into small groups to discuss or complete several of the **Annotation Practice Exercises**.*
16. *We routinely refer to the **Reading Selection Quiz** as a “take-home test.” Students take it more seriously when they think of it as a test.*
17. *We occasionally have students share in small groups their answers to the **Reading Selection Quiz**. Then we have each group list its multiple-choice group answers on a grid on the board. We discuss only items on which the groups disagree.*

### Teaching Tips for Chapter 4: “Determining the Topic and the Stated Main Idea”

1. *As you present this chapter and read each example excerpt aloud, require students to underline or highlight the topic in each excerpt as indicated in the marginal **Stop and Annotate** box.*
2. *The terms general and specific are important when discussing the correctness of a topic. Since you will be using these words to give students feedback about their answers, and since students often do not understand these terms, take the time to clarify them.*
3. *Be sure students understand that a heading in a textbook may not always fully or accurately indicate the topic.*
4. *Reinforce the fact that the main idea sentence must always contain the topic. When trying to locate the main idea, students will often select a sentence that does not contain the topic of the passage and therefore cannot be the main idea. (Note: If a sentence expresses the most important point about the topic, but does not explicitly mention the topic, we view the passage as having an implied main idea. This is because the reader must reformulate the sentence so that it includes the topic. Implied main ideas are presented in Chapter 5.)*
5. *Students often select a supporting detail instead of a main idea. Remind them that the word main means “most important.” (Give them some familiar examples, such as the “main character” in a novel, the “main cause” of poverty, or the “main source” of stress.) In a paragraph, they are looking for the one main (in other words, most important) idea.*
6. *When discussing Selection 4.3, “Muhammad,” make certain students understand the word secular (“worldly rather than spiritual”). It is one of the vocabulary words, and it is especially important, since it appears in the overall main idea.*
7. *Students come up with a variety of interesting answers to the **Respond in Writing** question for Selection 4.3 (“Muhammad”) about the people they believe have had the greatest influence on history. If you have ESOL students, there will be an even greater range of answers—and a wonderful opportunity for students to learn about individuals important in cultures and countries other than their own.*

## Teaching Tips for Chapter 5: “Formulating Implied Main Ideas”

1. Plan to spend plenty of time on this chapter; students find it challenging. Formulating main idea sentences is a higher-level cognitive skill that requires time, practice, and patience. Work carefully through the example passages and “Checkpoint” exercises in the chapter.
2. Many students are unclear about what a sentence is, so take time to discuss this. A simple exercise or demonstration that distinguishes sentences from fragments will help students. Students also find this formula helpful:

Subject	+	Something said about the subject (predicate)	=	Sentence
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3. Students must understand that the topic of a passage will be the subject of the main idea sentence as well. Since students already know how to determine the topic, all they need to do is combine it with the one most important point the author is making about the topic. In other words:

Topic of passage	+	Most important point author is making about the topic	=	Implied main idea sentence
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4. When students realize that formulating main ideas is merely a matter of combining the topic with the author's most important point about it, the task seems more manageable to them.

### Example Passages/Annotation Practice Exercises

5. When you present the body of the chapter, read each example passage aloud. Insist that students write out the formulated main idea sentence for each example passage as indicated in the marginal **Stop and Annotate** box. Writing complete sentences strengthens students' language development. This is especially important for underprepared students.
6. Devote at least one class period to working with example passages in the body of the chapter. Demonstrate a few formulations of main idea sentences, or have students complete a few exercises in pairs or small groups, or both.
7. When assigning a reading selection, we sometimes ask students to read and complete the first **Annotation Practice Exercise** in class. We discuss the item and reveal the answer to be sure they have made a correct start.
8. We make a big production of discussing the **Annotation Practice Exercises** in class. Working in small groups, students discuss their answers and arrive at a consensus. Then a representative from each group writes the topic and the formulated main idea sentence for the same item on the board. Seeing the variations in the formulated main ideas for an item is a revelation to students. We lead a class discussion about which answers they think are the best, and why.

9. *The two major types of errors students generally make in formulating main idea sentences (as the above exercises will reveal) are writing fragments rather than sentences and formulating sentences that do not include the topic.*

### **Teaching Tips for Chapter 6: “Identifying Supporting Details”**

1. *Remind students that, in a sense, they have already been working with supporting details as they completed exercises in Chapters 4 and 5. Actually, they have been identifying supporting details in these chapters in order to locate stated main ideas and formulate implied main ideas.*
2. *Remind students that supporting details can often lead the reader to the paragraph's main idea. Sometimes several supporting details “add up” to the main idea. Advise students to use this technique if they are having difficulty determining the main idea.*
3. *Tell students that this chapter will also provide an opportunity for more practice in determining the topic, as well as locating stated main ideas and formulating implied main ideas. Many students who have difficulty with Chapters 4 and 5 discover that determining main ideas becomes easier in this chapter as they sort out the details from the main ideas.*
4. *Encourage students to list supporting details using asterisks or bullets running down the left margin. (By the way, students will be surprised to learn that the word is asterisk, not “asterick.”) Suggest that students not number a list unless it is a sequence of steps.*
5. *Often, students will ask themselves a supporting detail comprehension-monitoring question that is simply not answered in the passage. Or, they ask the most conventional or most interesting question, regardless of whether it is actually answered in the passage. Remind students to ask themselves, “Which questions does the author answer? Does he or she answer a ‘what’ question? Does he or she answer a ‘why’ question?” and so on. It will take time for students to develop a sense of when more than one question will be necessary for a complex passage.*
6. *Remind students that they are not actually outlining as they list supporting details, but their supporting detail lists will be important in marginal annotations and informal outlines (Chapter 10).*
7. *Remind students that starting with this chapter, page numbers are no longer given on the Chapter Review Cards.*
8. *Some concepts and individuals mentioned in passages in this book are so important that they should be a part of any educated person's general knowledge. We periodically use the following technique to provide the class with additional information about a topic and at the same time boost students' self-esteem and prestige in the class. We identify students in the class who are not yet involved or who are performing marginally. We tell one of them privately that we need assistance and ask the student to search for information online about a person or concept mentioned in an upcoming passage. They are to do*

*this before the next class session. We check to be sure the student has it, and then call on him or her. Classmates are often dazzled.*

### **Teaching Tips for Chapter 7: “Recognizing Authors’ Writing Patterns”**

1. *Tell students that besides presenting paragraph patterns, this chapter is a good review of what they have learned in Chapters 4–6. The additional practice they receive on topic, main idea, and supporting details is just as beneficial as the new skill they are learning.*
2. *This is a long chapter, so be prepared to spend more time on it. Plan to devote at least three class periods to the presentation of this chapter.*
3. *The authors’ writing patterns presented in this chapter are:*
  - List pattern (division/classification)*
  - Sequence/time order pattern (process)*
  - Definition pattern (definition-example)*
  - Comparison-contrast pattern (ideas in opposition)*
  - Cause-effect pattern*
  - Spatial order pattern (place order)*
  - Addition pattern*
  - Generalization and example pattern*
  - Statement and clarification pattern*
  - Summary/Conclusion pattern*
  - Mixed pattern*
4. *Research on memory suggests that it is critical for readers to recognize some pattern that is meaningful to them. This means students may sometimes disagree as to which pattern an author is using. If a student can give a plausible explanation for a pattern different from the one we have identified, acknowledge the logic of the answer and accept it.*
5. *Teach students that whenever they identify a passage as having a list pattern, they should ask themselves, “A list of what?” One problem you are likely to encounter is that students will try to call everything a list pattern. If the answer is “a list of causes,” “a list of effects,” “a list of events in order,” “a list of differences,” or “a list of similarities,” then one of those patterns (cause-effect, sequence, comparison-contrast) is the primary pattern. In other words, they should use the simple list pattern only when they have ruled out all other choices.*
6. *The section on relationships within and between sentences presents the following relationships:*
  - Clarification*
  - Example*
  - Addition*



*Sequence*  
*Comparison*  
*Contrast*  
*Cause-effect*  
*Problem-solution*  
*Spatial order*  
*Summary/Conclusion*

*Adjust the amount of time you spend on this according to your students' needs and your curriculum requirements.*

### **Teaching Tips for Chapter 8: "Reading Critically"**

1. *Be sure students can define the critical reading skills covered in the chapter:*
  - *Author's purpose*
  - *Author's intended audience*
  - *Author's point of view*
  - *Author's tone and intended meaning*
2. *Discuss and emphasize the interrelatedness of these critical reading skills. Remind students that understanding one helps them with another (for example, the author will choose a particular tone according to his or her purpose for writing). The chart at the end of this chapter shows the interrelationships.*
3. *Remind students that having a bias is not necessarily a negative thing: It simply means that a person favors one side of an issue over another. (We have incorporated a discussion on author's bias into the section on author's point of view.)*
4. *For supplemental material to practice these skills, students can bring movie reviews, editorials, and columns from a newspaper. They can analyze them by applying the critical reading skills in this chapter.*
5. *These critical reading skills can also be applied to many of the reading selections (for example, 6.3, "What Can Be Done to Help Third World Countries?," 8.3, "The Things They Carried," and 9.3, "Our Ecological Footprint: Do We Consume Too Much?").*

### **Teaching Tips for Chapter 9: "Thinking Critically"**

1. *Be sure your students can define the critical reading covered in the chapter:*
  - *Facts and opinions*
  - *Inferences and conclusions*
  - *Evaluating an author's argument*

*Ask students (individually or in groups) to write definitions from memory. Call on them to read their definitions aloud. Spend class time discussing the definitions.*

2. *Students rarely have had enough practice determining whether a statement is a fact or an opinion. Carefully review “judgment words” (for example, “better,” “more successful,” etc.) that indicate an opinion. There is a list in the chapter.*
3. *A few students may select a sentence verbatim from the passage and call it an inference. Explain that although some sentences may indeed represent inferences or conclusions of the author, they are being asked to go beyond what is stated in the passage and think of other inferences that can logically be based on the information in the passage. Typically, information that is stated in the passage is just that: stated information. The reader cannot infer information that is plainly stated. For example, if the author states that he believes in equal pay for equal work, then there is no need for the reader to infer that this is what the author believes.*
4. *The discussion on inductive and deductive reasoning offers a great opportunity to revisit the placement of main ideas at the beginnings and ends of paragraphs. This will help many students understand why authors typically begin or end paragraphs with stated main ideas.*
5. *This chapter offers an excellent opportunity to reinforce concepts presented in Chapter 2: Reading is thinking. Improving the quality of one’s thinking improves the quality of that person’s reading. Becoming a better reader means becoming a better thinker.*
6. *Because propaganda devices are unfamiliar and challenging to many students, consider having students complete the exercise collaboratively in class, or give them help with it.*
7. *Bring magazine ads for students to analyze for propaganda devices or have students bring in advertisements. Ask them to determine the type of propaganda techniques that are used in each.*

### TEACHING TIPS FOR PART THREE

#### **Systems for Studying Textbooks: Developing a System That Works for You**

##### **Introducing the Chapters**

1. *Remind students that information in the example passages, graphs, and visual aids in these chapters will help build their general knowledge and enhance their future comprehension.*
2. *Remember that a good end-of-class exercise is a 5-minute session in which students write about anything that confused them about the day’s lesson or about something that they found especially helpful or useful. Collect their responses and begin the next class period by addressing or discussing them. Another option to begin a class session is asking students to write briefly what they recall from the previous class session.*

### Teaching Tips for Chapter 10: “Selecting and Organizing Textbook Information”

1. *The three keys for studying college textbooks introduced in this chapter are selectivity, organization, and rehearsal. Selectivity and organization are addressed fully in this chapter. Rehearsal is discussed in Chapter 11, “Rehearsing Textbook Information and Preparing for Tests.” Be sure to discuss these three keys to studying college textbooks.*
2. *Most students do not take full advantage of the features in their textbooks. Teaching students to use these features is a springboard for teaching them to become selective and organized in their reading and studying.*
3. *This is a long chapter: You may find that a discussion on taking notes from a textbook chapter (by outlining, mapping, and summarizing) makes a complete lesson by itself.*

#### Chapter-Length Selection

4. *Direct students' attention to the list of sections and subsections in Selection 10.1 that appears in the directions for the activities in **Selecting and Organizing Textbook Information**. Because the selection is a lengthy one, students will benefit from your previewing it with them.*
5. *Because of the nature of these activities, models appear only on the Instructor's Online Learning Center website.*
6. *A 20-item multiple-choice test and an answer key for this selection are included on the Instructor's Online Learning Center website. You may wish to administer the test after students have reviewed for the test using the outline, summary, study map, and/or Cornell note-taking method specified in the activities. You may prefer to have students work collaboratively on the test, particularly if different students have been assigned to prepare the various study aids. (This practice test can also be a good opportunity to have students learn the value of preparing for tests in study groups.)*

### Teaching Tips for Chapter 11: “Rehearsing Textbook Information and Preparing for Tests”

1. *Be sure that students understand the term “rehearsing.” Be explicit: Rehearsing means saying the material out loud or writing it down. We have found that many students think that reading the material once is sufficient. In other words, they don't believe they need to do anything else to learn (remember) material. Then they are surprised when they cannot recall it on a test.*
2. *To make concrete the advantage of distributed practice over massed practice (cramming), we introduce the Five-Day Test Review Plan and encourage students to use it when preparing for their next content-area test.*
3. *Remind students that the goal is for each of them to create a personal study system. This means they must try several of these techniques in order to discover which ones work best for them.*

4. *Incidentally, sometimes students mistakenly assume that they must apply every technique presented in Chapters 10 and 11, and they feel overwhelmed. Assure them that it is not necessary to use all the techniques presented; rather, they should adopt combinations that work for them.*

### Chapter-Length Selection

5. *The chapter-length Reading Selection 11.1, “Cultural Diversity: Family Strengths and Challenges,” appears in PDF format only on the Instructor’s Online Learning Center website. Because this selection is a lengthy one, students will benefit from your previewing it with them. Direct students’ attention to the list of sections and subsections that appears in the **Rehearsing Textbook Information and Preparing for Tests** activity that follows the selection.*
6. *Because of the length and nature of the activities that accompany this selection, models of these activities and the 20-item multiple-choice test for this selection also appear only on the Instructor’s Online Learning Center website. You may wish to administer the multiple-choice test after students have reviewed for the test using the test study cards, test review sheets, and vocabulary cards specified in the activities. Or you may prefer to have the students work collaboratively on the test, particularly if different students have been assigned to prepare various study aids. (This practice test can also be a good opportunity to have students learn the value of preparing for tests in study groups closed paren.)*

## THEMATIC GROUPINGS OF CHAPTER READING SELECTIONS AND CORRELATED CONNECT READING eBook READINGS

*Note:* The Connect Reading ebook is subject to change. Please check the *Opening Doors* Online Learning Center for any updates to this correlation.

### Reading / Studying / Success in College

“Why Go to College?”	(Study Skills)	Selection 1.1
“Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow”	(Business)	Selection 1.2
“Saved” from <i>The Autobiography of Malcolm X</i>	(Literature)	Selection 1.3
“Making It Happen: Creating Positive Change to Become a Peak Performer”	(Student Success)	Selection 2.1
“A Warning to Students: Plagiarism, Term Papers, and Web Research”	(Information Technology)	Selection 4.1
“Classes without Walls: Distance Learning”	(Student Success)	Selection 4.2

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 14. Learning and the Brain	<ul style="list-style-type: none"> <li>• Reading, Studying, and the Brain</li> <li>• Tapping into Your Learning Strengths</li> <li>• Building a Better Brain Is within Every Student's Power</li> <li>• Memory</li> <li>• The Truth about Multitasking</li> <li>• Your Brain: A User's Manual</li> <li>• Learning and the Brain, Part 1</li> <li>• Learning and the Brain, Part 2</li> <li>• Emotion, Attention, and the Brain</li> <li>• Stress and the Brain</li> </ul>
Chapter 4. Education Readings	<ul style="list-style-type: none"> <li>• Cheat Wave—Level 2</li> <li>• The Plagiarism of Generation “Why Not?”—Level 2</li> <li>• Good Behavior Needs to Be Taught—Level 3</li> <li>• Why Students Think They Understand—When they Don't—Level 3</li> </ul>
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>• Communication: Types of Nonverbal Communication</li> <li>• Computer Technology: How to Surf the Net</li> </ul>

### Music and Art Appreciation

“The Development of Rock Music and Rock in American Society”	<i>(Music Appreciation)</i>	Selection 7.2
“Art in the Service of Religion”	<i>(Art Appreciation)</i>	Selection 3.3

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>• Music: Musical Instruments</li> <li>• Art: Censorship</li> </ul>

## Business / Career / Workplace / Finance

“Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow”	<i>(Business)</i>	Selection 1.2
“E-Commerce? It’s E-Normous!”	<i>(Business)</i>	Selection 7.1
“Think Before You Speak: Public Speaking in a Multicultural World”	<i>(Speech Communication)</i>	Selection 8.2
“Your Financial Wellness”	<i>(Health)</i>	Selection 9.2

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 2. Business and Economics Readings	<ul style="list-style-type: none"> <li>• A Manager’s Guide to Effective Listening—Level 2</li> <li>• The Rich and the Rest—Level 2</li> <li>• More Jobs, Worse Work—Level 3</li> <li>• Too Old to Work?—Level 3</li> </ul>
Chapter 3. Communications Readings	<ul style="list-style-type: none"> <li>• Do You Speak Body Language?—Level 2</li> <li>• Seven Steps to Fearless Speaking—Level 2</li> <li>• How to Multitask—Level 2</li> <li>• E-Waste Epidemic—Level 3</li> </ul>
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>• Communication: Types of Nonverbal Communication</li> <li>• Accounting: Careers in Accounting</li> <li>• Computer Technology: How to Surf the Net</li> </ul>

## Digital Age / Computers

“A Warning to Students: Plagiarism, Term Papers, and Web Research”	<i>(Information Technology)</i>	Selection 4.1
“Classes without Walls: Distance Learning”	<i>(Student Success)</i>	Selection 4.2
“Identity Theft: You Are at Risk”	<i>(Personal Finance)</i>	Selection 5.1
“Violence in Television and Video Games: Does the Media’s Message Matter?”	<i>(Psychology)</i>	Selection 5.2
“E-Commerce? It’s E-Normous!”	<i>(Business)</i>	Selection 7.1

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 1. Arts, Culture and Leisure Readings	<ul style="list-style-type: none"> <li>The Verdict on Media Violence: It's Ugly and Getting Uglier—Level 2</li> </ul>
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>Computer Technology: How to Surf the Net</li> </ul>

### Literature / Memoir / Autobiography / Biography

“Saved” from <i>The Autobiography of Malcolm X</i>	(Autobiography)	Selection 1.3
“Muhammad”	(Biography)	Selection 4.3
Prologue from <i>The Illustrated Man</i>	(Literature)	Selection 8.1
From <i>The Things They Carried</i>	(Literature)	Selection 8.3

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>Literature: “A Rose for Emily”</li> </ul>

### Social Science / Marriage / Parenthood

“Parenthood: Now, Later, ... Never?”	(Human Development)	Selection 3.2
“Violence in Television and Video Games: Does the Media’s Message Matter?”	(Psychology)	Selection 5.2
“Demography, the Study of Population”	(Sociology)	Selection 5.3
“Reactions to Impending Death”	(Psychology)	Selection 7.3

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 1. Arts, Culture and Leisure Readings	<ul style="list-style-type: none"> <li>The Verdict on Media Violence: It's Ugly and Getting Uglier—Level 2</li> </ul>
Chapter 5. Family Readings	<ul style="list-style-type: none"> <li>Should You Stay Together for the Kids?—Level 2</li> <li>What Kids Really Need—Level 2</li> <li>The Happy Divorce: How to Break Up and Make Up—Level 3</li> <li>The New "Mixed" Marriage—Level 3</li> </ul>
Chapter 8. Relationship Readings	<ul style="list-style-type: none"> <li>Be a Better Couple—Level 2</li> <li>Let Gays Marry—Level 2</li> <li>Men, Women and Money—Level 2</li> <li>Romance in the Information Age—Level 3</li> <li>The Secret Lives of Single Women—Level 3</li> </ul>
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>Sociology: Family Functions and Structure</li> <li>Psychology: Classical Conditioning</li> </ul>

### Multiculturalism / Diversity / Globalization

"Terrorism in a Global Age"	<i>(History)</i>	Selection 2.2
"African Americans: The Struggle for Equality"	<i>(Government)</i>	Selection 3.1
"Demography, the Study of Population"	<i>(Sociology)</i>	Selection 5.3
"What Can Be Done to Help Third World Countries?"	<i>(Economics)</i>	Selection 6.3
"Think Before You Speak: Public Speaking in a Multicultural World"	<i>(Speech Communication)</i>	Selection 8.2
"Poverty in America and Improving Social Welfare through Public Education"	<i>(Government)</i>	Selection 9.1
"Our Ecological Footprint: Do We Consume Too Much?"	<i>(Environmental Science)</i>	Selection 9.3
"The Age of Globalization"	<i>(History)</i>	Selection 10.1



### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 2. Business and Economics Readings	<ul style="list-style-type: none"> <li>Surveying the Global Marketplace—Level 3</li> </ul>
Chapter 10. U.S. History Readings	<ul style="list-style-type: none"> <li>American Presidents and Their Attitudes, Beliefs, and Actions Surrounding Education and Multiculturalism—Level 3</li> </ul>

### Science / Health

“A Whale of a Survival Problem”	<i>(Biology)</i>	Selection 2.3
“Shaping Your Health: The Millennial Generation and Early Adulthood”	<i>(Health)</i>	Selection 6.1
“Quacks and Quackery”	<i>(Health)</i>	Selection 6.2
“Your Financial Wellness”	<i>(Health)</i>	Selection 9.2
“Our Ecological Footprint: Do We Consume Too Much?”	<i>(Environmental Science)</i>	Selection 9.3

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 3. Communications Readings	<ul style="list-style-type: none"> <li>How to Multitask—Level 2</li> </ul>
Chapter 7. Health Readings	<ul style="list-style-type: none"> <li>Is Your Stressful Life Hurting Your Health?—Level 2</li> <li>We Can Control How We Age—Level 2</li> <li>What the Nurses Know—Level 2</li> <li>What's This Doing in My Food?—Level 3</li> <li>Why We Get Fat—Level 3</li> </ul>
Chapter 9. Science and Nature Readings	<ul style="list-style-type: none"> <li>It's a Noisy, Noisy World Out There!—Level 2</li> <li>Memory's Mind Games—Level 3</li> <li>Old Brains, New Tricks—Level 3</li> </ul>
Chapter 14. Learning and the Brain	<ul style="list-style-type: none"> <li>Myths or Facts about the Brain?</li> <li>Optimizing Brain Function</li> <li>Brain Basics: Structure and Function</li> </ul>


## History / Government / Economics

“Terrorism in a Global Age”	<i>(History)</i>	Selection 2.2
“African Americans: The Struggle for Equality”	<i>(Government)</i>	Selection 3.1
“Your Financial Wellness”	<i>(Health)</i>	
“Muhammad”	<i>(History)</i>	Selection 4.3
“What Can Be Done to Help Third World Countries?”	<i>(Economics)</i>	Selection 6.3
“Poverty in America and Improving Social Welfare through Public Education”	<i>(Government)</i>	Selection 9.1 Selection 9.2
“The Age of Globalization”	<i>(History)</i>	Selection 10.1

### Connect Reading 2.0 eBook Related Readings

Chapter and Title	Selection Title and Level
Chapter 6. Government Readings	<ul style="list-style-type: none"> <li>• Death of a Small Town—Level 2</li> <li>• Still Separate, Still Unequal—Level 3</li> <li>• Vote or Else—Level 3</li> </ul>
Chapter 10. U.S. History Readings	<ul style="list-style-type: none"> <li>• A Promise Denied—Level 3</li> <li>• American Presidents and Their Attitudes, Beliefs, and Actions Surrounding Education and Multiculturalism—Level 3</li> <li>• The History of the Constitution of the United States—Level 3</li> </ul>
Chapter 11. World History and Global Studies Readings	<ul style="list-style-type: none"> <li>• Cave Full of Clues About Early Humans—Level 3</li> </ul>
Chapter 12. Vocabulary	<ul style="list-style-type: none"> <li>• History: Equal Rights for Women</li> </ul>

# Notes



P A R T

# 1

## Orientation

*Preparing and Organizing Yourself  
for Success in College*

### CHAPTERS IN PART ONE

- 1 Making Yourself Successful in College
- 2 Approaching College Reading and  
Developing a College-Level Vocabulary
- 3 Approaching College Assignments:  
Reading Textbooks and Following Directions





## CHAPTER

# 1

## Making Yourself Successful in College

### CHAPTER LEARNING OUTCOMES

*In this chapter, you will learn the answers to these questions:*

- What do successful college students do?
- How can I motivate myself to do well in college?
- How can I set goals for myself?
- How do I prefer to learn?
- How can I manage my time more effectively?

**SKILLS**

**Doing What Successful Students Do**

**Motivating Yourself**

**Setting Your Goals**

**Identifying How You Prefer to Learn**

**Managing Your Time**

- Setting Up a Weekly Study Schedule
- Making the Most of Your Study Time
- Planning Further Ahead: Creating a Monthly Assignment Calendar and Using a Daily To Do List

**CREATING YOUR SUMMARY**

**Developing Chapter Review Cards**

**READINGS**

**Selection 1.1 “Why Go to College?”**

from *P.O.W.E.R. Learning: Strategies for Success in College and Life*  
by Robert S. Feldman (Student Success)

**Selection 1.2 “Getting Ready for Prime Time:  
Learning the Skills Needed to Succeed Today and Tomorrow”**

from *Understanding Business*  
by William Nickels, James McHugh, and Susan McHugh (Business)

**Selection 1.3 “Saved”**

from *The Autobiography of Malcolm X*,  
as told to Alex Haley (Literature)

## SKILLS

*Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.*

Malcolm X

*Keeping up is always easier than catching up.*

(Unknown)

*Bumper sticker: "Aggressive learners hit the books."  
I can accept failure, but I can't accept not trying.*

Michael Jordan

*Many of life's failures are people who did not realize how close they were to success when they gave up.*

Thomas Edison

## DOING WHAT SUCCESSFUL STUDENTS DO



Some students are more successful than others. Why? One reason is that successful students know how to motivate themselves, set goals for themselves, and manage their time. They also have identified their learning style, the way they learn best. In this chapter, you will learn how to do these things. If you start now and consistently apply the techniques and strategies in this chapter, you will become a more successful college student. Getting off to a good start is important because, as the proverb says, "Well begun is half done." This is just a way of saying that a good beginning goes a long way toward your ultimate success.

Moreover, the Greek philosopher Aristotle observed, "We are what we repeatedly do. Excellence then is not an act, but a habit." This is valuable advice. If you make good study techniques and time management a habit, you can become a better, more effective student each semester.

It is helpful to look at exactly what successful students do. One especially interesting research study involved college students who were highly effective *despite the fact that they did not have high entrance scores*. In other words, anyone looking at these students' test scores would not have predicted that they would do well in college. Researchers learned that these students all identified and shared five important characteristics:

- 1. Effective students are highly motivated.** Successful students have an inner drive to do well. They are goal-oriented; they have specific careers in mind. They believe that they are responsible for their own success or failure; they attribute nothing to "good luck" or "bad luck."
- 2. Effective students plan ahead.** Successful students are organized. They develop good study habits. They establish a study schedule and stick to it. They study at the same time each day, and in the same place.
- 3. Effective students focus on understanding.** Successful students use instructors' oral and written feedback to monitor their progress and make necessary



changes. They assess their strengths and weaknesses on the basis of instructors' comments in class, evaluations of homework assignments, and test grades. If they start to do poorly or fall behind, they spend more time on it, and they immediately seek help from an instructor, a tutor, or a friend. Moreover, they know how they learn best, and they use study techniques that capitalize on their learning style.

4. **Effective students are highly selective.** Successful students concentrate on main ideas and important supporting details when they read. They pay attention to how paragraphs are organized and to signals and clue words. They do not try to memorize everything. They use instructors' suggestions, course outlines, textbook features, and class lectures to help them identify important information.
5. **Effective students are involved and attentive.** Successful students focus on their academic work in class and outside of class. In class, they pay attention, take notes, and participate in discussions. They arrive early, and they sit near the front. Outside of class, they study in appropriate, distraction-free places. They put academic work ahead of social life, and they limit time spent watching television, playing video and computer games, and surfing the Internet. They find a "study buddy" or join a study group so that they can study with others who are serious about school. They take advantage of their college's tutoring center and other resources. They concentrate on the present rather than worrying about the past or daydreaming too much about the future.

*Source:* Adapted from John Q. Easton, Don Barshis, and Rick Ginsberg, "Chicago Colleges Identify Effective Teachers, Students," *Community and Junior College Journal*, December–January 1983–1984, pp. 27–31.

Notice that with planning and determination, any student can make these behaviors part of his or her own life in college. There is nothing that is especially complicated or difficult about them.

Another, more recent study also looked at students who had low high school grades and low college entrance exam scores. Although these students were not expected to do well in college, half of them achieved a relatively high college grade point average (GPA). The rest were on scholastic probation after several semesters. Researchers wanted to know, What was the difference between those who succeeded and those who did not?

Careful interviews with all the students revealed these characteristics of the successful students:

1. They attend and participate in class.
2. They are prepared for class.
3. They perceive instructors as experts.
4. They adhere to an organized study routine.
5. They develop a repertoire of study skills and strategies.
6. They take responsibility for their own learning.

Sounds familiar, doesn't it? The findings are strikingly similar to those of the earlier study. The unsuccessful students "readily admitted that they did not engage

in these behaviors and explained that their social lives held higher priority.” Clearly, practicing these obvious “success behaviors” and making your college education a priority can make you more successful too.

*Source:* JoAnn Yaworski, Rose-Marie Weber, and Nabil Ibrahim, “What Makes Students Succeed or Fail? The Voices of Developmental College Students,” *Journal of College Reading and Learning*, vol. 30, no. 2 (Spring 2000), pp. 195–221.

## MOTIVATING YOURSELF

In college, you are responsible for motivating yourself. Developing an interest in and a commitment to your studies is not your instructors’ responsibility; it is yours. Developing the discipline and commitment to make yourself successful is not your parents’ responsibility; it is yours. If you assume the responsibility, then you can feel justifiably proud when you succeed, because the credit goes to you. The truly valuable and worthwhile things in life are seldom easy, but that is part of what gives them value.

Fortunately, motivating yourself is easier than you think. For one thing, college is a stimulating place to be! As you progress through college, you will find how pleasurable and satisfying learning can be. Also, there are specific, effective self-motivation techniques you can use. Here are a dozen to help you get motivated and stay motivated throughout the semester:

- 1. Write down your educational goals for the semester.** Writing out semester goals can be motivating in and of itself. Clear goals can also motivate you to use your time well. Specific goals for class attendance and participation, homework, and grades help you select activities that move you toward your goals. In addition, achieving any worthwhile goal is deeply satisfying and will motivate you to achieve more goals. (Goal-setting is discussed on pages 9–11.)
- 2. Visualize your success.** Visualize outcomes that you want to make happen, such as earning a high grade on an assignment or completing the semester successfully. Then visualize the future further ahead: Imagine yourself in a cap and gown being handed your college diploma; imagine an employer offering you the job you’ve dreamed of. Make your mental images as sharp and vivid as possible. Imagine the feelings as well, such as the happiness and pride you will feel in your accomplishment.
- 3. Think of classes as your easiest learning sessions.** If you spend three hours a week in class for a course, view those hours as your *easiest* hours of learning and studying for the course. Remind yourself of this when you feel frustrated by a course or when you are tempted to skip class. Your instructor, who is an expert, is there to explain and to answer questions. Adopting this perspective can make a big difference.
- 4. View your courses as opportunities.** If a course is difficult, approach it as a challenge rather than a problem or an obstacle. The brain grows only when it is challenged. Accept the fact that you are required to take a variety of courses to broaden your educational background. Later in life, you will most likely come

Simply doing the things that successful students do can enable you to succeed in college.



to appreciate these courses more than you can now. Taking the “long view” can be motivating.

5. **Develop emotional strategies for dealing with difficult courses.** To keep from feeling overwhelmed, focus on the material you are studying rather than worrying about what is coming next. Consider the feelings of accomplishment and pride that will come from succeeding at a challenging subject. Realize, too, that you can enjoy a subject even if you never make a top grade in it.
6. **Seek advice and study tips from good students in your courses.** Ask them what they do to be successful. If they like a subject that seems difficult or boring to you, ask them why they enjoy it. Ask them how they approach assignments and prepare for tests.
7. **Choose the right friends.** “Right” friends means friends who support and encourage your class participation and studying. Find a study buddy or form a small study group with others who are serious about college. It is also helpful to find a mentor (a wise and trusted counselor or instructor) who can give you advice, support, and encouragement.
8. **Divide big projects into smaller parts.** To motivate yourself, break large projects into manageable tasks. For instance, a 20-page reading assignment can be divided into shorter readings of 5 pages each, which you could read during short study sessions on two different days.
9. **Give yourself rewards.** Reward yourself for successfully completing a challenging homework assignment or studying for a test. For example, have a healthy snack or take a short walk.

- 10. Make positive self-talk a habit.** Say encouraging things to yourself, such as “I can do this assignment, even though it might take a while” and “If other students can do this, I can too.” Over time, this actually changes your beliefs. Also, use a technique called *thought stopping* to shut off negative self-talk, such as “I’ll never learn this!” or “This test is impossible.” When you realize you are giving yourself negative feedback, just say “Stop!” and substitute some *positive* self-talk. Don’t let frustration overcome you and destroy your productivity. Recognizing that frustration is a normal part of learning (and life) will help you develop tolerance for it.
- 11. Feel satisfied if you have done your best.** If you truly do your best, you can feel satisfied, regardless of the outcome. You will never have to wonder whether you could have done better if only you had tried harder. This means you will have no regrets.
- 12. Remind yourself that motivation and success reinforce each other.** Motivation and success go hand in hand. Motivation leads to success; success increases motivation; increased motivation leads to more success; and so on! Celebrate each small success, and use it as a springboard to even greater success.

From this list, pick at least two strategies that are new to you that you think would work for you. Add them to your short-term goals list, and then use them throughout the semester to sustain your motivation.

Some students who are having a difficult time in a subject mistakenly believe the subject is easy for those who are doing well in it. They do not realize that those students are successful *because* they are working very hard. Some students who struggle in a course tell themselves they just don’t have the ability to do well, so there is no reason to try. Of course, the way you become better at a subject is by working at it. Thinking that a subject is easy for everyone else or that you simply don’t have the ability is just an excuse for not trying. Don’t fall into this self-defeating trap.

## SETTING YOUR GOALS

Most successful students (in fact, most successful people) establish goals, and they put them *in writing*. They write down *what they want to accomplish* and the *length of time* in which they plan to accomplish it. Putting your goals in writing is a simple, but powerful technique to help you turn wishes into reality.

There are several reasons you should write your goals. First, unwritten goals are not much better than wishes (“I wish I had a college degree”; “I wish I had a career I enjoyed”), and they will probably remain just wishes. Second, writing your goals helps you make a commitment to them. If a goal is not important enough to write down, how likely do you think you are to accomplish it? Third, writing out your goals gives you a written record you can use to measure your progress. Finally, you don’t want to look back and feel regret about things you might have done or accomplished but didn’t. When your life is over, what do you want to be remembered for?