

COMPREHENSION MONITORING QUESTIONS PRESENTED IN *OPENING DOORS*

Monitoring your comprehension means *evaluating your understanding as you read and correcting the problem whenever you realize that you are not comprehending*. You should monitor your comprehension whenever you read and study college textbooks. Asking yourself comprehension monitoring questions as you read will guide your reading and enhance your understanding. 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?”*

PRAISE FOR *OPENING DOORS*

“**This is *the* textbook to use** if you want to prepare your students for intelligent critical reading and thinking in all content areas.”

Barbara Belroy, Cerritos College

“It is refreshing to read a **text written by instructors ‘in the trenches’ who understand the complexities of today’s student** and the demand of college reading.”

Marlys A. Cordoba, College of the Siskiyous

“*Opening Doors* is **insightful, intellectual, well organized, and thought provoking.**”

Polly Green, Arkansas State University

“*Opening Doors* represents a **fresh approach** to the reading process.”

Linda Black, St. Johns River Community College

“This text is an **excellent** introductory college reading text for students unprepared for the basic rigors of academic reading. The text’s strengths include its **student learning features**, its **organization and methods of delivery**, and **effective transfer of learning to longer reading passages.**”

Donna P. Mayes, Blue Ridge Community College

“The text **covers all of the important skills developmental students need** to learn in order to become successful college students.”

Richard J. Richards, St. Petersburg College

“*Opening Doors* is a comprehensive text that combines basic reading skills with applied exercises, and **forces students to think.**”

Judith Best, Garrett College

FOURTH EDITION

Opening Doors

Understanding College Reading

Joe Cortina | Janet Elder

Richland College

Dallas County Community College District



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto



OPENING DOORS: UNDERSTANDING COLLEGE READING

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About the Authors



Joe Cortina



Janet Elder

JOE CORTINA and JANET ELDER 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 second edition. Dr. Elder is also the author of another college reading improvement textbook, *Exercise Your College Reading Skills: Developing More Powerful Comprehension*. In addition, she wrote the reading section of *How to Prepare for the THEA*, a study guide for students entering public colleges and universities who must take the Texas Higher Education Assessment Test.

Dr. Cortina and Dr. Elder share a long association with Richland College, a member of the Dallas County Community College District. Both are trained reading specialists whose combined teaching experience encompasses elementary, secondary and undergraduate levels, as well as clinical remediation. Dr. Cortina and Dr. Elder have worked together for many years, teaching basic, intermediate, and advanced reading improvement and study skills courses at Richland College and serving as departmental coordinators. Dr. Cortina is currently a professor in the Human and Academic Development Division and serves as the program coordinator for Richland's developmental reading department. In fall, 2004, after three decades of teaching at Richland, Dr. Elder began writing textbooks full-time, but she continues her affiliation with Richland as a professor emerita.

Both authors are longstanding members of the College Reading and Learning Association (CRLA) and the National Association for Developmental Education (NADE), as well as the Texas counterparts of these national organizations, Texas-CRLA and TADE.

Joe Cortina earned his bachelor of arts 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 under-

graduate teacher education courses in reading at the University of North Texas and Texas Woman's University. In 1981 he was selected to represent the Dallas County Community College District as a nominee for the Piper Award for Teaching Excellence. In addition, Dr. Cortina was selected as his division's nominee for Richland's Excellence in Teaching Award in 1987, 1988, and 1993. 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. And in 1994 he was a recipient of an Excellence Award given by the National Institute for Staff and Organizational Development. In addition to teaching reading courses at Richland College, he has served on interdisciplinary teaching teams for honors English courses and has served as a faculty leader of Richland's writing-across-the-curriculum program. Dr. Cortina has served as a member of the editorial advisory board of *The Journal of Adolescent and Adult Literacy*. He is a frequent speaker at professional meetings and in-service workshops.

Janet Elder graduated summa cum laude from the University of Texas in Austin with a B.A. in English and Latin. She 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. She established the first comprehensive secondary reading program in the Dallas Independent School District and has conducted extensive staff development training for Dallas area teachers. After teaching reading and study skills courses at Richland for several years, she was asked to develop and implement an honors program for the college. After coordinating the honors program during its first six years, she resumed teaching full time. In addition to teaching reading courses, Dr. Elder periodically serves on interdisciplinary teaching teams for honors English and humanities courses. She has served on a task force that reevaluated Richland's program in writing across the curriculum program. She used a sabbatical to create multimedia instructional materials in reading. Disability Services students have chosen her three times, most recently in 2003 and 2004, as the recipient of a special award for "exceptional innovation, imagination, and consideration in working with students with disabilities." She has twice been her division's Piper Award nominee for excellence in teaching, and in 1993 received an Excellence Award from the National Institute for Staff and Organizational Development. In 1999 she was one of three nominees for Richland's Excellence in Teaching Award. Dr. Elder often conducts in-service training and is a popular presenter at professional conferences.

Brief Contents

To the Instructor xviii

To the Student xxiv

PART ONE

Orientation: Preparing and Organizing Yourself for Success in College 1

CHAPTER 1

Making Yourself Successful in College 3

CHAPTER 2

Approaching College Reading and Developing a
College-Level Vocabulary 73

CHAPTER 3

Approaching College Assignments: Reading Textbooks
and Following Directions 139

PART TWO

Comprehension: Understanding College Textbooks by Reading for Ideas 201

CHAPTER 4

Determining the Topic and the Stated Main Idea 203

CHAPTER 5

Formulating Implied Main Ideas 259

CHAPTER 6

Identifying Supporting Details 317

CHAPTER 7

Recognizing Authors' Writing Patterns 373

CHAPTER 8

Reading Critically 447

CHAPTER 9

Thinking Critically 517

PART THREE**Systems for Studying Textbooks:
Developing a System That Works for You 599****CHAPTER 10**

Selecting and Organizing Textbook Information 601

CHAPTER 11

Rehearsing Textbook Information and Preparing for Tests 675

APPENDIX 1

Glossary of Key Reading and Study Skills Terms 715

APPENDIX 2

A List of Word Parts: Prefixes, Roots, and Suffixes 721

APPENDIX 3

World Map, United States Map, and List of World Capitals 729

Credits 735*Index* 737*Vocabulary Log* 743

Contents

To the Instructor xviii

To the Student xxiv

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 10

Identifying Your Learning Style 12

Managing Your Time 15

Setting Up a Weekly Study Schedule 15

Making the Most of Your Study Time 19

*Planning Further Ahead: Creating a Monthly Assignment Calendar and
Using a Daily To Do List 21*

Creating Your Summary: Developing Chapter Review Cards 25

Readings 29

Selection 1-1 “Why Go to College?” **Study Skills**

from *P.O.W.E.R. Learning: Strategies for Success in College and Life*
by Robert S. Feldman 29

Selection 1-2 “Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow” **Business**

from *Understanding Business*
by Bill Nickels, Jim McHugh, and Susan McHugh 43

Selection 1-3 “Saved” **Literature**

from *The Autobiography of Malcolm X*
as told to Alex Haley 59



CHAPTER 2

Approaching College Reading and Developing a College-Level Vocabulary 73

Skills 75

- Understanding the Reading Process 75
- Improving Your Reading 77
 - Predicting as You Read* 77
 - Monitoring Your Comprehension* 77
 - Adjusting Your Reading Rate* 78
- Developing a College-Level Vocabulary 81
 - Using Context Clues* 82
 - Using Word-Structure Clues* 83
 - Using a Dictionary Pronunciation Key* 85
 - Understanding Denotations and Connotations of Words* 87
 - Understanding Figurative Language* 88

Creating Your Summary: Developing Chapter Review Cards 93

Readings 99

- Selection 2-1 “Music Revolution: Napster and Recording in the Digital Age”
Mass Communication
 from *The Dynamics of Mass Communication: Media in the Digital Age*
 by Joseph R. Dominick 99
- Selection 2-2 “The Yellow Ribbon” **Literature**
 by Pete Hamill 113
- Selection 2-3 “A Whale of a Survival Problem” **Biology**
 from *The Nature of Life*
 by John Postlethwait and Janet Hopson 125



CHAPTER 3

Approaching College Assignments: Reading Textbooks and Following Directions 139

Skills 141

- College Textbooks: A Process for Reading and Studying Effectively 141
 - Step 1: Prepare to Read* 143
 - Step 2: Ask and Answer Questions to Enhance Your Reading* 144
 - Step 3: Review by Rehearsing the Answers to Your Questions* 146

Following Directions in Textbooks and on Tests 147

Guidelines for Following Directions 147

Example: Directions from a Textbook 148

Example: Directions on a Test 149

Creating Your Summary: Developing Chapter Review Cards 151

Readings 157

Selection 3-1 “African Americans: The Struggle for Equality” **Government**

from *The American Democracy*

by Thomas E. Patterson 157

Selection 3-2 “Parenthood?” **Human Development**

from *Human Development*

by Diane E. Papalia and Sally Wendkos Olds 173

Selection 3-3 “Art in the Service of Religion” **Art Appreciation**

from *Living with Art*

by Rita Gilbert 187

PART TWO

Comprehension:

Understanding College Textbooks by Reading for Ideas 201



CHAPTER 4

Determining the Topic and the Stated Main Idea 203

Skills 205

The Topic of a Paragraph 205

What Is the Topic of a Paragraph, and Why Is It Important? 205

Determining and Expressing the Topic 205

The Stated Main Idea of a Paragraph 209

What Is a Stated Main Idea, and Why Is It Important? 209

Locating the Stated Main Idea Sentence 210

How to Tell If You Have Identified the Stated Main Idea Sentence 212

How to Avoid Two Common Errors in Locating a Stated Main Idea 213

Stated Overall Main Ideas in Longer Passages 213

A Word about Standardized Reading Tests: Topics and Stated Main Ideas 214

Creating Your Summary: Developing Chapter Review Cards 215

Readings 219

Selection 4-1 “The New Workforce: People with Disabilities” **Magazine Article**

from *Business Week*

by Michelle Conlin 219

Selection 4-2 “Latinos: An Emerging Influence” **Sociology**

from *Sociology: An Introduction*
by Richard J. Gelles and Ann Levine 233

Selection 4-3 “Muhammad” **History**

from *The 100: A Ranking of the Most Influential Persons in History*
by Michael K. Hart 247

**CHAPTER 5****Formulating Implied Main Ideas** 259**Skills** 261

Implied Main Ideas in Paragraphs 261

What Is an Implied Main Idea? 261

Why Is Formulating Implied Main Ideas Important? 261

Formulating an Implied Main Idea 262

Steps to Follow 262

Three Formulas for Using Information in a Paragraph to Formulate the Main Idea 262

Requirements for Correctly Formulated Main Idea Sentences 268

Implied Overall Main Ideas in Longer Passages 269

A Word about Standardized Reading Tests: Implied Main Ideas 270

Creating Your Summary: Developing Chapter Review Cards 271**Readings** 275**Selection 5-1** “Identity Theft: You Are at Risk” **Personal Finance**

Information Synthesized from Internet Sources 275

Selection 5-2 “The Changing Roles of Men and Women” **Sociology**

from *U.S. News and World Report*

by Merrill McLoughlin with Tracy L. Shryer, Erica E. Goode, and Kathleen McAliffé 289

Selection 5-3 “Demography” **Sociology**

from *Sociology: An Introduction*

by Richard J. Gelles and Ann Levine 301

**CHAPTER 6****Identifying Supporting Details** 317**Skills** 319

Supporting Details in Paragraphs 319

What Are Supporting Details? 319

Why Are Supporting Details Important? 319

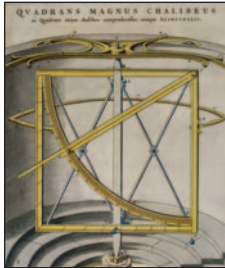
Identifying and Listing Supporting Details 321

Major and Minor Details, and How to Tell the Difference 326

A Word about Standardized Reading Tests: Supporting Details 328

Creating Your Summary: Developing Chapter Review Cards 329**Readings 333**

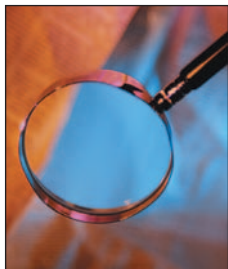
- Selection 6-1** “Diabetes: A New Epidemic” **Health**
from *Core Concepts in Health*
by Paul Insel and Walton Roth 333
- Selection 6-2** “Communication Close-Up at Ben and Jerry’s Homemade” **Business**
from *Business Communication Today*
by Courtland Bovée and John Thill 347
- Selection 6-3** From *A Beginner’s Guide to the World Economy* **Economics**
by Randy Charles Epping 359

**CHAPTER 7****Recognizing Authors’ Writing Patterns 373****Skills 375**

- Patterns of Writing 375
 What Are Authors’ Writing Patterns? 375
 Why Is Recognizing Writing Patterns Important? 376
- Recognizing Authors’ Writing Patterns 377
 List Pattern 377
 Sequence Pattern 379
 Definition Pattern 381
 Comparison–Contrast Pattern 384
 Cause–Effect Pattern 385
 Avoid Seeing Everything as a List 391
 A Word about Other Writing Patterns 392
 Mixed Patterns 392
- A Word about Standardized Reading Tests: Authors’ Writing Patterns 395

Creating Your Summary: Developing Chapter Review Cards 397**Readings 399**

- Selection 7-1** “Career Choice: Choosing Your Own Future” **Personal Finance**
from *Personal Finance*
by Jack R. Kapoor, Les R. Diabay, and Robert Hughes 399
- Selection 7-2** “The Decision to Marry” **Health**
from *Targeting Wellness: The Core*
by Marvin Levy, Mark Dignan, and Janet Shirreffs 417
- Selection 7-3** “Reactions to Impending Death” **Psychology**
from *Essentials of Psychology*
by Dennis Coon 431



CHAPTER 8

Reading Critically 447

Skills 449

What Is Critical Reading? 449

Critical Reading Skills 449

Determining an Author's Purpose and Intended Audience 449

Determining an Author's Point of View, Tone, and Intended Meaning 455

A Word about Standardized Reading Tests: Critical Reading 468

Creating Your Summary: Developing Chapter Review Cards 469

Readings 473

Selection 8-1 "Think Before You Speak: Public Speaking in a Multicultural World" **Speech Communication**

from *The Art of Public Speaking*

by Stephen E. Lucas 473

Selection 8-2 From *Having Our Say: The Delany Sisters' First 100 Years* **Literature**
by Sarah and Elizabeth Delany with Amy Hill Hearsh 491

Selection 8-3 From *The Joy Luck Club* **Literature**
by Amy Tan 505



CHAPTER 9

Thinking Critically 517

Skills 519

What Is Critical Thinking, and Why Is It Important? 519

Critical Thinking Skills 519

Why Readers Fail to Think Critically 520

Distinguishing Facts from Opinions and Determining Whether Opinions Are Well Supported 521

Making Inferences and Drawing Logical Conclusions 528

Distinguishing between Deductive and Inductive Reasoning 534

Evaluating an Author's Argument 537

Identifying Propaganda Devices 547

A Word about Standardized Reading Tests: Critical Thinking 552

Creating Your Summary: Developing Chapter Review Cards 555

Readings 561

Selection 9-1 "Sport Utility Vehicles: How Do I Hate Thee? Let Me Count the Ways" **Editorial**
from the *Dallas Morning News*
by Geneva Overholser 561

- Selection 9-2** “Why Vote? Politicians Are All the Same” **Government**
 from *American Politics in a Changing World*
 by Janet Flammang, Dennis Gordon, Timothy Lukes, and Kenneth Smorsten 573
- Selection 9-3** “Take Out the Trash, and Put It . . . Where?” **Magazine Article**
 from *Parade Magazine*
 by Bernard Gavzer 585

PART THREE

Systems for Studying Textbooks: Developing a System That Works for You 599



CHAPTER 10 Selecting and Organizing Textbook Information 601

Skills 603

- Studying Better Rather Than Harder 603
- Three Keys to Studying College Textbooks 605
- Key 1: Selectivity* 605
- Key 2: Organization* 605
- Key 3: Rehearsal* 605
- Using Textbook Features 606
- Prefaces* 607
- Tables of Contents* 608
- Part Openings* 609
- Chapter Outlines* 610
- Chapter Objectives and Introductions* 611
- Lists and Sequences* 613
- Boxes* 614
- Tables* 615
- Graphic Aids* 616
- Vocabulary Aids* 618
- Study Questions and Activities* 619
- Chapter Summaries* 620
- Appendixes* 621
- Bibliographies, Suggested Readings, and Webliographies* 622
- Indexes* 625
- Additional Features and Supplements* 627
- Marking Textbooks: Underlining, Highlighting, and Annotating 629

Taking Notes from Textbooks: Outlining, Mapping, and Summarizing 632

Guidelines for Outlining 632

Guidelines for the Cornell Method of Note-Taking 634

Guidelines for Mapping 639

Guidelines for Summarizing 641

Guidelines for Interpreting Graphic Material 643

Bar Graphs 644

Line Graphs 645

Pie Charts 646

Flowcharts 646

Tables 648

Creating Your Summary: Developing Chapter Review Cards 653

Reading 657

Selection 10-1 "The Age of Globalization" **History**
 from *American History: A Survey*
 by Alan Brinkley 657



CHAPTER 11

Rehearsing Textbook Information and Preparing for Tests 675

Skills 677

Rehearsal and Memory 677

Studying for Tests 679

General Guidelines 679

Five-Day Test Review Plan 680

Creating Review Cards to Prepare for a Test 681

Creating Test Review Sheets 683

Creating Your Summary: Developing Chapter Review Cards 689

Reading 693

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 693

APPENDIX 1

Glossary of Key Reading and Study Skills Terms 715

APPENDIX 2

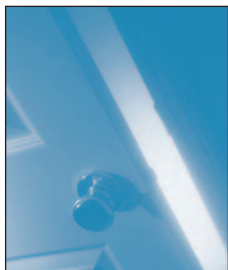
A List of Word Parts: Prefixes, Roots, and Suffixes 721

APPENDIX 3

World Map, United States Map, and List of World Capitals 729

Credits 735*Index* 737*Vocabulary Log* 743

To the Instructor



Opening Doors is designed to help college students move from a precollege reading level to a college reading level. It also presents a systematic way of approaching college textbook material that can make students more efficient in the study skills integral to their college success.

While the scope of this book is broad, the focus is ultimately on comprehension. Comprehension skills are introduced early in the text and are integrated throughout subsequent chapters so that students learn how to apply them. Though the emphasis is on main ideas and essential supporting details (Part Two, Comprehension), the book gives thorough attention to skills that range from predicting and questioning actively as you read (Part One, Orientation), to selecting, organizing, and rehearsing textbook material to be learned for a test (Part Three, Systems for Studying Textbooks). In Part Three, students learn how to use textbook features to full advantage, how to underline and annotate textbook material, and how to organize material in writing so that it can be mastered for a test.

Although *Opening Doors* is designed for developmental readers, we have chosen to use only college textbook excerpts and other materials students would be likely to encounter in college. The selections are the result of field-testing with hundreds of our students over several semesters to identify material that is interesting, informative, and appropriate. We believe that this extensive field-testing provides a much more useful indicator of appropriateness than a readability formula. Field-testing revealed that, with coaching and guidance from the instructor, students can comprehend these selections. Equally important is that students like dealing with “the real thing”—actual college textbook material—since that is what they will encounter in subsequent college courses. This type of practice enables them to transfer skills to other courses and to avoid the frustration and disappointment of discovering that their reading improvement course did not prepare them for “real” college reading. Finally, these passages help students acquire and expand their background knowledge in a variety of subjects.

Extensive and varied exercises accompany the reading selections in *Opening Doors*. (These are described in “To the Student,” page xxiv.) The exercises prepare students to read the selection and give them an opportunity to apply comprehension and study skills during and after reading. Each selection in Chapters 1–9 is accompanied by a three-part Reading Selection Quiz. The comprehension questions are the same type that content-area teachers ask on tests. All vocabulary words in each vocabulary exercise are from the reading selections and are presented in context. Reading skills application exercises include the types of questions that might appear on standardized reading tests. There are also Respond in Writing activities that include short-answer and essay-type questions with options for students to work collaboratively.

Opening Doors is also accompanied by a free Student CD-ROM that contains a wealth of exercises and activities, such as video and audio clips of key terms and comprehension-monitoring questions, and interactive quizzes with feedback.

PROVEN FEATURES

- An extensive “comprehension core” as the heart of the text (Part Two).
- Clear explanations and understandable examples of each essential comprehension skill.
- Numerous textbook passages for application of reading and study skills.
- Three full-length reading selections in each of the first nine chapters. Chapters 10 and 11 each presents a chapter-length reading selection.
- Exercises that integrate writing and reading and call for both objective and essay responses.
- Cumulative review and continued application of skills taught in the comprehension core.
- Presentation of vocabulary and study skills as they relate to learning from college textbooks and other college-level materials.
- Flexibility, allowing instructors to adapt assignments to the specific needs of their particular students.
- Skills typically included on state-mandated reading competency tests are addressed, as well as tips for scoring well on standardized reading tests.
- Consistency in philosophy and approach with *New Worlds: An Introduction to College Reading*, *Exercise Your College Reading Skills*, and *Comprehending College Textbooks*, other reading comprehension textbooks in the Cortina/Elder series.
- An extensive *Instructor’s Resource CD* that contains supplemental materials, answer keys, teaching strategies, and pages that can be printed out to make transparency masters.

ENHANCEMENTS AND NEW FEATURES IN THE FOURTH EDITION

- Eight new reading selections with accompanying activities and exercises:
 - 1-2 “Getting Reading for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow” (Business)
 - 2-1 “Music Revolution: Napster and Recording in the Digital Age” (Mass Communication)
 - 3-1 “African Americans: The Struggle for Equality” (Government)
 - 5-1 “Identity Theft: You Are at Risk” (Personal Finance)
 - 6-1 “Diabetes: A New Epidemic” (Health)
 - 8-1 “Think Before You Speak: Public Speaking in a Multicultural World” (Speech Communication)

- 10-1 “The Age of Globalization” (History)
- 11-1 “Cultural Diversity: Family Strengths and Challenges” (Marriage and Family)
- New material by chapter:
 - Chapter One: Revised *Weekly Study Schedule*
More *Learning Styles* key terms defined
 - Chapter Two: Improved *Comprehension Monitoring* table
Improved *Using Context Clues* table
Improved *Denotations and Connotations* table
Improved *Figurative Language* table
 - Chapter Three: Improved *Three-Step Process for Reading and Studying* table
 - Chapter Five: Enhanced summary chart of *Implied Main Idea Formulas*
 - Chapter Six: New “study card” samples that list supporting details
 - Chapter Seven: New “study card” samples that demonstrate cause-effect
 - Chapter Eight: Tone words and definitions expanded and grouped by categories
More *Critical Reading* key terms defined, including irony, sarcasm, and satire
 - Chapter Nine: Enhanced charts for distinguishing facts from opinions and for inductive versus deductive reasoning
 - Chapter Ten: Enhanced exercises on interpreting graphic material
New chapter-length selection with study skills exercises
 - Chapter Eleven: New chapter-length selection with test preparation exercises
- Expanded and revised appendices:
 - Appendix 1 Glossary of Key Reading and Study Skills Terms
 - Appendix 2 A List of Word Parts: Prefixes, Roots, and Suffixes
 - Appendix 3 World Map, United States Map, and List of World Capitals

While many instructors will choose to use the eleven chapters in *Opening Doors* in the order in which they are presented, others may choose an alternative sequence (three possible sequences are included in the *Instructor’s Manual and Test Bank*) that suits their specific course. For this reason, the previewing prompts and the instructions for completing chapter review cards are deliberately repeated in each chapter. Similarly, the previewing prompts and instructions for the practice exercises that accompany each reading selection are included with each selection so that instructors may assign the reading selections in any order.

We hope that you, along with your students, will learn new and interesting things from the selections in this book. Your enthusiasm for acquiring new information, your willingness to become engaged with the material, and your pleasure in learning will undoubtedly serve as a model for your students.

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.

SUPPLEMENTS TO OPENING DOORS

Print Resources

- *Annotated Instructor's Edition (AIE)* (0-07-287197-0)
The *AIE* contains the full text of the student edition of the book with answers as well as marginal notes that provide a rich variety of teaching tips, related resources, and relevant quotations.

Digital Resources

- *Opening Doors Website*
Look to us for online teaching and learning tools at www.mhhe.com/cortina. Instructors and students will find downloadable resources, demonstrations of all our software programs, opportunities for online discussion, e-mail access to the authors, Web exercises, and a bank of links related to college success.
- *Opening Doors Interactive CD-ROM* (0-07-287199-7)
This CD-ROM provides students with a rich multimedia extension of the text's content. Each module of the CD-ROM is tied to a chapter of the text, featuring interactive quizzes with feedback for both right and wrong answers, video and audio clips, crossword puzzles, Web links, journal activities, and an Internet primer. Available free in both Windows and Mac when packaged with the text.
- *Instructor's Resource CD (IRCD)* (0-07-287198-9)
This resource provides specific suggestions for teaching each topic in the text, suggested course sequences, and a bank of chapter quizzes. This edition of the *Instructor's Resource CD (IRCD)* also contains downloads that can be printed out to make transparencies, as well as additional reading selections (with accompanying quizzes) from previous editions of *Opening Doors*. These reading selections and quizzes can be used in a variety of ways.
- *PageOut: The Course Website Development Center*
Let us help you build your own course website. PageOut lets you offer students instant access to your syllabus and lecture notes, original material, recommended website addresses, and related material from the *P.O.W.E.R. Learning* website. Students can even check their grades online. PageOut also provides a discussion board where you and your students can exchange questions and post announcements, as well as an area for students to build personal Web pages.

To find out more about PageOut: The Course Website Development Center, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

- *Study Smart* (0-07-552888-6)
This innovative study skills tutorial for students is an excellent resource for the learning lab. Teaching students note-taking methods, test-taking strategies, and time management secrets, Study Smart operates with a sophisticated answer analysis that students will find motivational. Available on CD-ROM or online free when packaged with the text.

Additional Value-Added Packaging Options

- *Random House Webster's College Dictionary* (0-07-366069-8) and *Student Notebook* (0-07-243099-0)
Updated for the twenty-first century, the dictionary is available for a nominal cost when packaged with the text.
- The Paperback Deal
A number of Random House and HarperCollins paperbacks are available at minimal cost when shrink-wrapped with *Opening Doors*. Titles include: Cisneros's *The House on Mango Street* (0-07-243517-8), Hurston's *Their Eyes Were Watching God* (0-07-243420-1), Marquez's *One Hundred Years of Solitude* (0-07-243422-8), Achebe's *Things Fall Apart* (0-07-243518-6), Tan's *The Joy Luck Club* (0-07-243509-7), and many more. For a complete list of titles, please contact your local McGraw-Hill sales representative or visit www.mhhe.com/english.

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We hope that using *Opening Doors* will be a rewarding experience for both you and your students.

Joe Cortina

Janet Elder

To the Student



“Didn’t I realize that reading would open up whole new worlds? A book could open doors for me. It could introduce me to people and show me places I never imagined existed.”

Richard Rodriguez, *Hunger for Memory*

Welcome to *Opening Doors*. We hope that this reading improvement textbook will, in fact, “open doors” for you, doors to success in college.

Opening Doors is designed to help you acquire and polish the reading and study skills that will make you a success in college. Described below are the special features that will help you learn efficiently from this book.

SPECIAL FEATURES OF *OPENING DOORS*

Opening Doors is organized into three parts. Each part focuses on skills that are essential to your college success.

Part I: Orientation—Preparing and Organizing Yourself for Success in College

(Chapters 1–3)

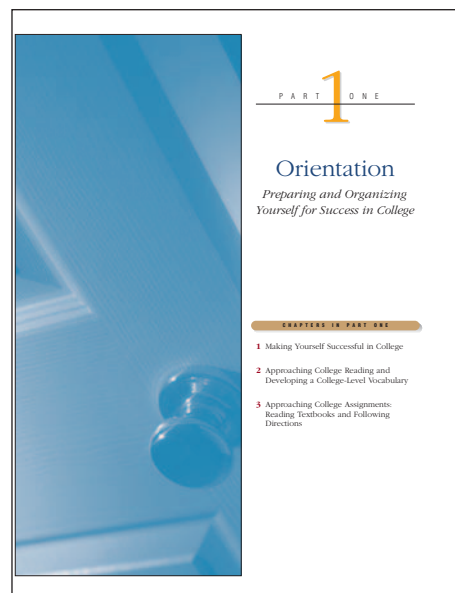
This section includes chapters on goal-setting, motivation, time management, learning styles, making sense of college reading, and approaching textbook assignments effectively.

Part II: Comprehension—Understanding Your College Textbooks by Reading for Ideas

(Chapters 4–9)

Comprehending what you read is vital to your success as a college student. This section will help you:

- Identify the topic and stated main idea
- Formulate implied main idea sentences



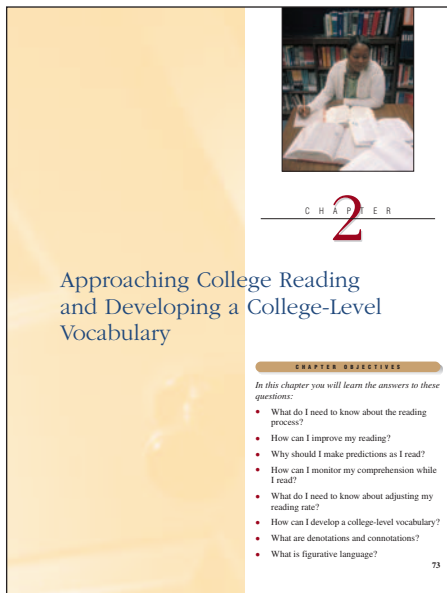
- Identify supporting details
- Understand the organization of the details (the authors' writing patterns)
- Read critically
- Think critically

Part III: Study Systems—Developing a Textbook Study System That Works for You

(Chapters 10–11)

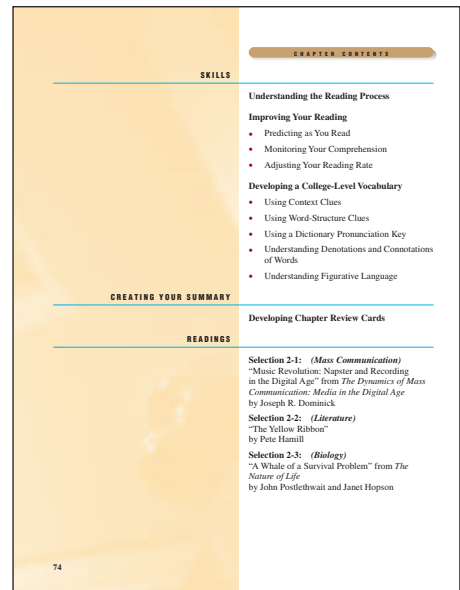
This part teaches you how to select and organize essential textbook information in order to prepare for a test. Each chapter includes a chapter-length reading selection. We think you will enjoy applying the study skills to actual textbook chapters.

BUILT-IN LEARNING AIDS



Chapter Introduction

These pages contain questions to focus your learning. You should be able to answer these questions after reading and studying the chapter.



Chapter Table of Contents

These pages list the skills presented in the chapter. They show the material in the chapter and how it is organized. They also list the chapter reading selections.

SKILLS

Reading is to the mind like exercise is to the body.

Sir Richard Steele

A person who does not read has no advantage over a person who cannot read.

Mark Twain

THE TOPIC OF A PARAGRAPH

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

KEY TERM

topic

Word, name, or phrase that tells who or what the author is writing about.

The topic is also known as the subject or subject matter.

Every paragraph has a topic, because every paragraph is written about something. That “something” is the topic. A topic is a word, name, or phrase that tells what the author is writing about in a paragraph. (There are other names for the topic of a paragraph. In a writing course or an English course, you may hear the topic referred to as the *subject* or *subject matter*. These are simply different terms for the topic.)

The topic is always expressed as a single word (for example, *procrastination*) or a name (for instance, *Bill Gates or the Mississippi River*) or as a phrase consisting of two or more words (for instance, *the increasing use of computers in education*). Each sentence in a paragraph should relate in some way to the topic (explain it, tell more about it, give examples of it, etc.). For this reason, the topic may be mentioned several times within a paragraph.

Determining the topic focuses your attention and helps you understand complex paragraphs precisely. It is the essential first step in understanding a passage that you are reading and studying. As you will learn later in this chapter, it is also a key to locating the stated main idea of a paragraph.

Determining and Expressing the Topic

You know from Chapter 2 that effective readers are active and interactive readers who ask questions as they read. When you read a paragraph, you can determine its topic by asking yourself, “Who or what is this paragraph about?” and then answering this question. Paragraphs, especially paragraphs in textbooks, contain various clues that will help you answer this question.

One or more of the following clues often make the topic of a textbook paragraph obvious. The topic is a word, name, or phrase that:

- appears as a *heading or title*
- appears in *special type* such as **bold print, italics, or color**
- is *repeated* throughout the paragraph
- appears at the beginning of the paragraph and is then referred to throughout the paragraph by *pronouns* (or other words)

A paragraph does not usually contain all of these clues, but every paragraph has at least one of them. Let’s look at each clue in more detail.

Comprehension
Monitoring Questions for Determining the Topic
Who or what is this paragraph about?

205

Key Term Boxes

Important terms appear in Key Term Boxes in the margins so that the terms and their definitions are easy to locate.

Chapter Opening Page

Each chapter has major headings and subheadings that make the chapter’s organization clear. Pertinent quotations begin each chapter.

54

PART 1 Orientation

Prefixes and suffixes are also called *affixes*, since they are “fixed” (attached or joined) to a root or base word. Words may consist of a:

Root only (such as the word *graph*)

Root and suffix (such as the word *graphic*)

Prefix, root, and suffix (such as the word *telegraphic*)

Learning about prefixes and suffixes not only increases your vocabulary but can help you improve your spelling as well. For instance, if you know the meaning of the prefix *mis* (“bad” or “wrong”), then you will understand why the word *misspell* has two *s*’s: one is in the prefix (*mis*) and one in the root word (*spell*).

Roots are powerful vocabulary-building tools because whole “families” of words in English come from the same root. For example, if you know that the root *aud* means “to hear,” then you will understand the connection between *audience* (people who come to hear something), *auditorium* (a place where people come to hear something), *audit* (enrolling in a course just to hear about a subject, rather than taking it for credit), *auditory* (pertaining to hearing, as in auditory learner), and *audiologist* (a person trained to evaluate hearing). Knowing the meaning of a word’s root also makes it easier to remember the meaning of the word.

Prefixes change the meaning of a root by adding their meaning to the meaning of the root. For example, adding the prefix *tele* (“distant” or “far”) to the root word *scope* (“to see”) creates the word *telescope*, a device that lets you see things that are far away. Try adding the prefixes *pre* (“before”) and *re* (“back”) to the root *cede* (“to go” or “to move”). *Precede* means “to go before” something or someone else; *recede* means “to move back.”

Think of roots and prefixes as parts of a puzzle that can often help you figure out the meaning of an unfamiliar word. Remember, however, that although a word may begin with the same letters as a prefix, it does not necessarily contain that prefix. The words *mail*, *mail*, *male*, and *mallard* (a type of duck), for example, have no connection with the prefix *mal* (“wrong” or “bad”) as in words such as *malnourished* or *maladjusted*.

Suffixes are word parts that are attached to the end of a root word. Some add their meaning to a root. Other suffixes change a word’s part of speech or inflection. For example, consider these forms of the word *predict*: prediction, predictability, predictor (noun); predictable (adjective); predictably (adverb). Examples of suffixes that serve as inflectional endings include adding *s* to make a word plural or *ed* to make a verb past tense.

Suffixes are not as helpful as roots or prefixes in determining the meaning of unfamiliar words because many suffixes have similar or even the same meaning. Also, some root words change their spelling before a suffix is added. For instance, when suffixes are added to *happy* the *y* becomes an *i*: *happier*, *happiest*, *happily*.

The most common and helpful roots, prefixes, and suffixes in English come from Latin and ancient Greek. These Latin and Greek word parts not only help

KEY TERM

root

Basic word that has a meaning of its own.

KEY TERM

prefix

Word part attached to the beginning of a root word that adds its meaning to that of the base word.

KEY TERM

suffix

Word part attached to the end of a root word.

Comprehension
Monitoring Questions for Word-Structure Clues
Are there roots, prefixes, or suffixes that give me clues to the meaning of an unfamiliar word?

208

PART 2 Comprehension

The Topic Sometimes Appears Only Once, but Is Then Referred to by Pronouns or Other Words

A fourth clue to the topic of a paragraph is a word, name, or phrase that often appears near the beginning of the paragraph and is then referred to throughout the paragraph by a pronoun (such as *he*, *she*, *it*, *they*, *his*, *her*, *its*, etc.) or other words. Here is a paragraph from a physics textbook. Use this clue to determine the topic of the paragraph.

Before the age of 30, Isaac Newton had invented the mathematical methods of calculus, demonstrated that white light contained all the colors of the rainbow, and discovered the law of gravitation. Interestingly, his mathematical genius led a lonely and solitary life. His father died before he was born, and after his mother remarried, he was raised by an aged grandmother. In 1661, he was admitted to Cambridge University, where he worked for the next eight years, except for one year at home to escape the plague. During those years, he made his major discoveries, although none were published at that time. His genius was nonetheless recognized, and in 1669 he was appointed Lucasian Professor of Mathematics at Cambridge University, a position he retained until 1698. His major scientific work was completed prior to 1692, when he suffered a nervous breakdown. After his recovery, he determined to lead a more public life, and soon became the Master of the Mint in London. He was elected president of the Royal Society in 1703, and held that position until his death.

Source: Adapted from Frederick Brauer, *Principles of Physics*, 5th ed., p. 70. Copyright © 1989 The McGraw-Hill Companies. Reprinted by permission of The McGraw-Hill Companies.

Notice that Newton’s name appears only in the first sentence, but it is obvious from the words *this mathematical genius* and the pronouns *he* and *his* that the rest of the paragraph continues to discuss him. Therefore, *Isaac Newton* is the topic of this paragraph.

Be sure you understand that authors sometimes present the topic a word, name, or phrase at or near the beginning of a paragraph, but then refer to the topic by one or more other words, rather than just by pronouns. For instance, a paragraph might begin “Pneumonia is . . .” and then might say something such as “This disease is characterized by . . .” and “The condition worsens when . . .” and “The disorder is typically treated by . . .” In this case, the words *disease*, *condition*, and *disorder* refer to *pneumonia* and indicate that pneumonia is the topic of the paragraph. (In the example above, you saw *Isaac Newton* referred to as *this mathematical genius* as well as by pronouns.)

It is important to be precise when you express the topic of a paragraph. If you choose a word or phrase that is too general or too specific, it will not describe the topic accurately. A topic described in terms that are *too general*, or *too broad*, will go beyond what is discussed in the paragraph. A topic described in terms that are *too specific*, or *too narrow*, will fail to cover everything discussed in the paragraph. Suppose, for instance, that the topic of a paragraph is the phrase *causes of gang violence*. The word *gangs*, the word *violence*, or the phrase *gang violence*, would be too general to express this topic precisely. The paragraph could be about many different things that pertain to gangs or vio-

Stop and Annotate
Go back to the textbook excerpt above. Underline or highlight the topic, the pronouns, and other words that refer to the topic.

Stop and Annotate Exercises

These exercises give you the opportunity to “stop and annotate” actual college textbook excerpts. You will learn actively by underlining or highlighting stated main idea sentences, writing formulated main ideas in the margin, or numbering the important supporting details in a passage, for example.

Tips for Standardized Reading Tests

Each chapter in Part Two includes special tips for scoring well on standardized reading tests. These tips illustrate various reading skills as well as specific strategies for handling different types of questions.

214 PART 2 Comprehension

A WORD ABOUT STANDARDIZED READING TESTS: TOPICS AND STATED MAIN IDEAS

Many college students are required to take standardized reading tests as part of an overall assessment program, in a reading course, or as part of a state-mandated "basic skills" test. A standardized reading test typically consists of a series of passages, each of which is followed by multiple-choice reading skill application questions. The test is often a "timed test." Students are permitted to work for only a specified amount of time. Included in Part Two of *Opening Doors* are tips that can help you earn higher scores on standardized reading tests. The tips below deal with determining topics and stated main ideas.

To begin with, you should be aware that students sometimes miss questions on reading tests because they do not realize what they are being asked. If the wording of an item is even slightly unfamiliar, they may not recognize that they are being asked to apply a reading comprehension skill they already know. Therefore, you should learn to recognize certain types of questions no matter how they are worded, just as you recognize your friends no matter what they are wearing.

You are being asked to identify the topic of a passage when the test question begins:

The best title for this selection is
 This passage discusses
 This passage focuses mainly on
 The topic of this passage is
 This passage is about
 This passage concerns
 The problem the author is discussing in this passage is
 The author is explaining the nature of

To find the right answer, simply ask yourself, "Who or what is this passage about?" Then see which answer choice most closely matches your answer. Remember to use the four clues for determining topics: titles or headings; words emphasized in special print; repetition; and a mention of the topic that is then referred to by pronouns or other words.

You are being asked to identify the main idea when the question is worded:

The author's main point is that
 The principal idea of this passage is that
 Which of the following best expresses the main idea of this paragraph?
 Which of the following is the main idea of the last paragraph? (or some specified paragraph)
 Which of the following best expresses the main idea of the entire passage?

To find the right answer, ask yourself, "What is the single most important point the author wants me to understand about the topic?" Next, search the paragraph or passage for a sentence that answers this question. Finally, read each of the choices and select the one that is the same as the sentence you selected or that means essentially the same thing even if the wording is different.

Chapter Review Cards

These simulated index cards allow you to create your own summary of the important points in the chapter. Each card includes questions, and Chapters 1–6 include prompts with page numbers to direct you to the significant information.

REVIEW CARDS

CREATING YOUR SUMMARY

DEVELOPING CHAPTER REVIEW CARDS

Review cards, or summary cards, are an excellent study tool. They are a way to select, organize, and review the most important information in a textbook chapter. The process of creating review cards helps you organize information in a meaningful way and, at the same time, transfer it into long-term memory. The cards can also be used to prepare for tests (see Part Three). The review card activities in this book give you structured practice in creating these valuable study tools. Once you have learned how to make review cards, you can create them for textbook material in your other courses.

Now, complete the seven review cards for Chapter 4 by answering the questions or following the directions on each card. When you have completed them, you will have summarized: (1) what the topic of a paragraph is and (2) how to determine it; (3) what a stated main idea sentence is and (4) how to locate it; (5) where the stated main idea sentence of a paragraph may appear; (6) how to tell if you have identified a stated main idea sentence correctly; and (7) how to avoid two errors in identifying stated main idea sentences.

The Topic of a Paragraph

1. What is the topic of a paragraph? (See page 205.)
2. Why is determining the topic important? (See page 205.)
3. To determine the topic, what question should you ask yourself? (See page 205.)

Card 1 Chapter 4: Determining the Topic and the Stated Main Idea

215

REVIEW CARDS

216 PART 2 Comprehension

Determining the Topic of a Paragraph

What four clues will help you determine the topic? (See page 205.)

- 1.
- 2.
- 3.
- 4.

Card 2 Chapter 4: Determining the Topic and the Stated Main Idea

The Stated Main Idea of a Paragraph

1. What is a stated main idea sentence? (See page 208.)
2. What are four reasons why it is important to determine a stated main idea? (See page 210.)

Reason:

Reason:

Reason:

Reason:

Card 3 Chapter 4: Determining the Topic and the Stated Main Idea

CHAPTER READING SELECTIONS FOR CHAPTERS 1 TO 9

All the reading selections in Chapters 1 through 9 (three selections per chapter) are excerpts taken from widely used introductory-level college textbooks, news magazines, and literary selections of the type you are likely to encounter in college. These selections provide important practice, and they will increase your background knowledge in a variety of interesting subjects. They were chosen to give you the practice, skill, and confidence you need to handle subsequent college courses successfully.

Each reading selection is accompanied by preliminary and follow-up exercises. In order, the exercises are:

Prepare Yourself to Read

This exercise allows you to use techniques (such as previewing and making predictions) that will help you read the selection more actively and effectively.

READING

SELECTION 2-1

Mass Communication

MUSIC REVOLUTION: NAPSTER AND RECORDING IN THE DIGITAL AGE

From The Dynamics of Mass Communication: Media in the Digital Age
By Joseph R. Dominick

Prepare Yourself to Read

Directions: Do these exercises before you read Selection 2-1.

1. First, read and think about the title. What do you already know about Napster?

2. Next, complete your preview by reading the following:
 Introduction (in *italics*)
 Headings
 All of the first paragraph (paragraph 1)
 First sentence of each of the other paragraphs
 On the basis of your preview, what three aspects of Napster and digital recording does the selection seem to be about?

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99

Introduction to the Selection and Annotation Practice Exercises

Each selection begins with an introduction that provides helpful background information about the selection's topic. The Annotation Practice Exercises give you the opportunity to apply to the selection the reading skills you are learning.

IDENTITY THEFT: YOU ARE AT RISK

Identify theft is rapidly increasing. Chances are that even if you yourself are not a victim of identity theft, you know someone who has been and you know the devastating effects this crime can have. College students, in particular, can be easy targets for identity thieves. The following selection explains the crime, the techniques these thieves use, and some ways to reduce your risk of becoming an identity theft victim.

The Crime of Identity Theft

- 1 Don't think it can't happen to you. Your credit card bill arrives with charges for items you never purchased. You pay your bills on time and always have. Suddenly, though, creditors start hounding you for payment of past-due bills, but you never ordered any of the goods or services they're demanding payment for. The grocery store and drugstore where you've always shopped are now refusing to accept your checks because of your bad credit history. Perhaps you even receive a summons to show up in court for a traffic ticket you never paid—and, in fact, which you never received. Guess what: You're now among the hundreds of thousands of people each year who become victims of identity theft.
- 2 In this fast-growing crime, perpetrators steal or gather data on individuals. The data that these criminals steal include Social Security numbers, driver's license numbers, dates of birth, bank account numbers, and credit card numbers, as well as credit cards and ATM cards. They use several methods of acquiring these. Once they have enough information, the thieves impersonate the victim. They spend as much money as possible as quickly as possible, charging the purchases to the victim. Then they do the same thing all over again, using someone else's identity and credit.

Forms of Identity Theft

- 3 There are two forms of this theft. The first type is "account takeover" theft, in which the thief uses existing credit information to make purchases. The criminal may use an actual credit card or may simply charge purchases by phone or online using the credit card number and expiration date. The victim discovers the "theft" when the monthly account statement arrives. The second type of identity theft

Annotation Practice Exercises

Directions: For each exercise below,

- Write the topic of the paragraph on the lines provided.
 - Formulate the implied main idea of the paragraph and write it on the lines provided.
- This will help you remember the topic and the main idea.

Annotation Exercise

- Topic of paragraph 2:

- Formulate the implied main idea of paragraph 2:

is "application fraud" (or "true name fraud"). Using the victim's information, the thief opens new accounts in the victim's name. The thief has the monthly statements sent to a different address, so considerable time may elapse before the victim realizes what has happened.

4 If there is any good news, it is this: In general, credit and banking fraud victims are liable for no more than the first \$50 of loss. Many times, the victim will not have to pay for any of the loss.

5 The bad news is that victims are left with a time-consuming, frustrating mess to clear up. Because their credit has been wrecked, they may be denied credit and loans. They may have difficulty leasing an apartment, or even getting a job. Unfortunately, victims get little help from authorities as they try to untangle the problem.

Thieves' Information Sources

- 6 How do thieves obtain the information that enables them to "steal" someone else's identity? The easiest way is by stealing the person's wallet. For thieves, it's like one-stop shopping, since wallets usually contain credit cards, a driver's license and other pieces of information, such as the person's Social Security number.
- 7 There are many other techniques thieves use. These include:
 - Stealing documents from unlocked mailboxes and breaking into locked ones. Thieves look especially for boxes of checks, new credit cards, bank statements, tax documents, insurance statements, and credit card statements.
 - Searching through trash receptacles ("dumpster diving") for unshredded documents with identifying Social Security numbers, unused pre-approved credit card applications, loan applications, and so forth.
 - Using personnel files or customer files in the workplace to improperly access names, Social Security numbers, and other data.
 - Obtaining people's credit reports fraudulently by impersonating an employer, a landlord, or a loan officer at a financial institution.
 - "Shoulder surfing" at phone booths and ATMs to obtain people's PIN numbers (personal identification numbers).
 - Going to Internet sites that provide identifying information and public records.

Annotation Exercise

- Topic of paragraph 3:

- Formulate the implied main idea of paragraph 3:

Annotation Exercise

- Topic of paragraph 6:

- Formulate the implied main idea of paragraph 6:

Reading Selection Quizzes

The Reading Selection Quizzes include three types of exercises: comprehension, vocabulary in context, and reading skills application.

Comprehension

These exercises test your comprehension (understanding) of the material in the selection. These questions are the type a context area instructor (such as a business professor) would ask on a test over this material.

482 PART 2 Comprehension

SELECTION 8-1 Reading Selection Quiz

Speech Communication
(Continued)

This quiz has three parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a context area instructor (such as a speech communication professor) would ask on a test over this material. You should be able to answer these questions after studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answer in the space provided.

- How many people in the United States speak a language other than English at home?
 - more than 32 million
 - more than 170 million
 - more than 215 million
 - more than 320 million
- If current trends in the United States continue,
 - immigration from Latin America and Asia will decline.
 - immigration from Europe will increase.
 - people of European descent will become a minority of U.S. citizens by 2050.
 - America will become the “melting pot” of the world.
- International multiculturalism is on the rise as a result of
 - worldwide communication available via the Internet.
 - the new global economy and the redefining of the nature of worldwide business and commerce.
 - international air travel becoming more popular and more convenient.
 - all of the above.
- Ethnocentrism is the belief that
 - our own group’s culture is different from all other groups’ cultures.
 - our own group or culture is superior to all other groups or cultures.
 - cultural diversity is at the center of every society.
 - ethnic groups are the most important part of our cultural heritage.

Vocabulary in Context

These exercises test your skill in determining the meaning of words by using context clues.

484 PART 2 Comprehension

SELECTION 8-1 Vocabulary in Context

Speech Communication
(Continued)

Directions: Items 11–20 test your ability to determine the meaning of a word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space provided.

Pronunciation Key: à pat à pay àr care à father è pet è be í pit
í tie ír pler ó pot ó toc ó paw ó noise ou out ó took
ó boot ú cut yò abuse úr urge th thin th this lw which
zh vision 3 about *Stress mark:* ’

- Today another great wave of immigration—mostly from Asia and Latin America—is *transforming* the United States into what one writer has called “the first universal nation,” a multicultural society of unmatched diversity. Computer technology is *transforming* American businesses into high-tech, “networked” work environments.

transforming (tráns fòm’ íng) means:

 - modernizing; renovating
 - changing the nature of; converting
 - forming improved environments
 - limiting the nature of; stifling
- If current trends continue, people of European *descent* will become a minority of U.S. citizens by 2050.

Many Americans of Japanese *descent* live in northern California.

descent (dì sbz’) means:

 - the act or instance of descending; going down
 - an incline
 - hereditary derivation; lineage
 - a lowering or decline


Reading Skills Application

In these exercises, you will *apply* certain reading skills to the material in the selection. These are the types of questions that might appear on standardized reading tests and state-mandated basic skills tests.

488 PART 2 Comprehension

SELECTION 8-1 **Respond in Writing**

Speech Communication
(Continued)



Collaboration Option

Directions: These essay-type exercises will help you bring your thoughts into the open. Refer to Selection 8-1 as needed to answer them.

Option for collaboration: It has been said that “None of us is as smart as all of us.” Adults, in particular, learn well from each other. For this reason, your instructor may direct you to work with other students, in other words, to work *collaboratively*. In that case, you should form groups of three or four students, as directed by your instructor, and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group’s answers.

- Describe at least three situations in which you have addressed a group of people who have had diverse, multicultural backgrounds. If you have not yet had this type of experience, describe at least three situations when you might have to address a diverse, multicultural group in the future.

- List at least three ways that you can find out about your audience in order to prepare an appropriate speech.

- Overall main idea.** What is the overall main idea the author wants the reader to understand about public speaking? Answer this question in one sentence. Be sure to include the topic (*public speaking*) in your overall main idea sentence.

Read More about It on the World Wide Web

This consists of a list of websites related to the topic or author of the selection. This gives you an opportunity to explore the topic further.

CHAPTER 8 Reading Critically 487

SELECTION 8-1 **Reading Skills Application**

Speech Communication
(Continued)

Directions: Items 21–25 test your ability to apply certain reading skills to the material in this selection. These are the types of questions that might appear on standardized reading tests and state-mandated basic skills tests. Write your answer in the space provided.

- The information in paragraph 16 is organized using which of the following patterns?
 - list
 - sequence
 - comparison-contrast
 - cause-effect
- Which of the following represents a fact rather than an opinion?
 - The new global economy is redefining the nature of business and commerce.
 - All nations, all people, all cultures are becoming part of a vast global village.
 - At the University of British Columbia, in Vancouver, Canada, half of the first-year students are Asian.
 - International air travel has made national boundaries almost meaningless.
- The authors’ purpose for including the story about the U.S. sales manager who spoke to a group of executives in Brazil is to
 - inform readers about the cultural values and customs of Brazil.
 - instruct readers how to avoid ethnocentrism.
 - convince readers that an inappropriate gesture or remark to an audience with different cultural backgrounds can have a disastrous effect.
 - persuade readers not to take into account the cultural differences between themselves and their audiences.
- The author mentions the use of audience analysis questionnaires and contacting the person who has invited you to speak in order to
 - suggest ways that you can learn about your audience’s backgrounds, opinions, and cultural differences.
 - demonstrate the challenges of public speaking in today’s world.
 - prove that diversity and multiculturalism are basic facts of life.
 - show that ethnocentrism is part of every culture.
- Which of the following best expresses the main idea of paragraph 2?
 - Today a great wave of immigrants from Asia and Latin America is transforming the United States.
 - For more than a century, most immigrants to the United States were Europeans.
 - The United States is now the most diverse society in the world.
 - African Americans and Europeans made America a “melting pot.”

Respond in Writing

These short-answer and essay-type exercises ask you to write about the selection. They will help you relate the material to your own experiences. They will also give you practice in determining the overall main idea of the selection.

CHAPTER 8 Reading Critically 489

Read More about It on the World Wide Web

To learn more about the topic of this selection, visit these websites or use your favorite search engine (such as Google or Yahoo!) to discover more about this topic on your own. Whenever you go to *any* website, it is a good idea to evaluate it critically. Are you getting good information—that is, information that is accurate, complete, and up-to-date? Who sponsors the website? How easy is it to use the features of the website?

www.news.wisc.edu/misc/speeches/
This website lists the best 100 speeches of the twentieth century as determined in a survey of speech communication professors.

www.nsspeaker.org/
The website of the National Speakers Association describes the activities of thousands of people who earn their living as professional speakers.

dir.yahoo.com/Regional/Countries/
Yahoo’s Society and Culture website provides a good starting point for accessing links to websites dealing with countries and cultures around the world.

SPECIAL STUDY SKILLS FEATURES IN CHAPTERS 10 AND 11

Chapter Review Cards

Chapters 10 and 11 give you specific strategies to enable you to help you understand and remember important information in your college textbooks. In order to give you a “real-life” simulation of studying textbook material, the Chapter Review Cards for Chapters 10 and 11 do not contain any prompts.

CREATING YOUR SUMMARY

DEVELOPING CHAPTER REVIEW CARDS

Review cards, or summary cards, are an excellent study tool. They are a way to select, organize, and review the most important information in a textbook chapter. The process of creating review cards helps you organize information in a meaningful way and, at the same time, transfer it into long-term memory. The cards can also be used to prepare for tests. The review card activities in this book give you structured practice in creating these valuable study tools. Once you have learned how to make review cards, you can create them for textbook material in your other courses.

Now, complete the five review cards for Chapter 11 by supplying the important information about each topic. When you have completed them, you will have summarized important material about the study skills in this chapter.

Rehearsal and Its Importance to Memory

Card 1 Chapter 11: Rehearsing Textbook Information and Preparing for Tests

689

690

PART 3 Systems for Studying Textbooks

REVIEW CARDS

Studying for Tests: General Guidelines

Card 2 Chapter 11: Rehearsing Textbook Information and Preparing for Tests

Five-Day Test Review Plan

Card 3 Chapter 11: Rehearsing Textbook Information and Preparing for Tests

Full-Length Reading Selections

Chapters 10 and 11 each contain a chapter-length selection rather than three shorter reading selections. Instead of taking a Reading Selection Quiz, you are asked to highlight and annotate the selection as you read. You are then asked to prepare an outline, study map, test review cards, etc., for specific subsections of the reading selection.

SPECIAL LEARNING AIDS

660 PART 3 Systems for Studying Textbooks

September 11, 2001
One great American symbol, the Statue of Liberty, stands against a sky filled with the thick smoke from the destruction of another American symbol, New York City's World Trade Center towers, a few hours after terrorists crashed two planes into them.



Globalization of the Economy

1 Perhaps the most important economic change toward the end of the 20th century, and certainly the one whose impact was the most difficult to gauge, was what became known as the "globalization" of the economy. The great prosperity of the 1950s and 1960s had rested on, among other things, the relative insulation of the United States from the pressures of international competition. As late as 1970, international trade still played a relatively small role in the American economy as a whole, which thrived on the basis of the huge domestic market in North America.

2 By the end of the 1970s, however, the world had intruded on the American economy in profound ways, and that intrusion increased unabated for the next twenty years. Exports rose from just under \$43 billion in 1970 to over \$789 billion in 2000. But imports rose even more dramatically: from just over \$40 billion in 1970 to over \$1.2 trillion in 2000. Most American products, in other words, now faced foreign competition inside the United States. America had made 76 percent of the world's automobiles in 1950 and 48 percent in 1960. By 1980, that share had dropped to 20 percent; in 2000, even after a substantial revival of the automobile industry, the American share had risen only to 21.5 percent. The first American trade imbalance in the postwar era occurred in 1971; only twice since then, in 1973 and 1975, has the balance been favorable.

CHAPTER 5 Formulating Implied Main Ideas 267

THREE WAYS TO FORMULATE IMPLIED MAIN IDEA SENTENCES

What the Author Gives You to Start with in the Paragraph	What You Must Do with the Information in Order to Formulate the Implied Main Idea
A sentence that almost states the main idea, but lacks some essential piece of information (usually the topic)	<p><i>Use Formula 1.</i> Add the essential piece of information that is missing to that sentence.</p> <p><i>How to apply the formula:</i> Use the sentence from the paragraph and simply add the essential piece of information to that sentence.</p>
Two sentences in the paragraph that each present part of the main idea	<p><i>Use Formula 2.</i> Combine them into one sentence.</p> <p><i>How to apply the formula:</i> You will probably have to add a word or two in order to connect the two sentences (usually words such as <i>and</i>, <i>but</i>, <i>although</i>, etc.).</p> <p>or</p> <p>You can write the main idea in your own words, as long as the meaning is the same.</p>
Details only or parts of the main idea occurring within several sentences throughout the paragraph	<p><i>Use Formula 3.</i> Write a general sentence that "sums up" the details or gives a general inference about the point the author is making.</p> <p><i>How to apply the formula:</i> The sentence you write will contain several of your own words.</p>

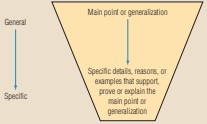
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CHAPTER 9 Thinking Critically 535

DEDUCTIVE AND INDUCTIVE REASONING IN TEXTBOOK PARAGRAPHS

Deductive Reasoning

Here is an example of a paragraph that opens with a general statement (which also happens to be the main idea). The rest of the paragraph, the details, explains specific ways reading can enrich a person's life.

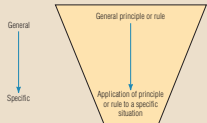


Main idea
(general statement that presents the author's main point about reading)

Supporting details
(examples of ways that reading can be enriching)

Example:
Being a good reader can enrich your life in many ways. Of course, reading is a key to doing well in college. But even you leave college, reading allows you to continue learning throughout your life. Moreover, many satisfying, high-paying careers, such as law and medicine, require the ability to read and comprehend large amounts of information. And reading is a wonderful pastime, an enjoyable way to relax and escape from the stresses of everyday life.

In this example of deductive writing, the author begins with a general principle, then presents specific examples to illustrate it.



General principle or rule

Application of principle or rule to a specific situation

(Continued on next page)

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In addition to the built-in learning aids that occur in each chapter, *Opening Doors* offers you photos, summary charts, diagrams, cartoons, study maps, outlines, and other learning aids. As you work through this book, we hope that you will take advantage of all of its features and that you will discover that you are becoming a better reader and a more effective, efficient student. Not only will you have a clearer understanding of reading comprehension skills, you also will have had a great deal of practice with them. You will also discover that you are able to use these skills to help you succeed in your other college courses.

646 PART 3 Systems for Studying Textbooks

People of Hispanic Origin in the United States
(Source: U.S. Dept. of Commerce and Bureau of the Census)

Origin	Percentage
Mexican	60.4%
Other Hispanic	22.7%
Puerto Rican	12.2%
Cuban	4.7%

Source: From Craig Calhoun, Donald Light, and Susanna Keller, *Sociology*, 6th ed., p. 64. Copyright © 1994 The McGraw-Hill Companies. Reprinted by permission of The McGraw-Hill Companies.

Pie Charts

A **pie chart**, as its name suggests, is a circle graph in which the sizes of the "slices" represent parts of the whole. Pie charts are a convenient way to show the relationship among component parts as well as the relationship of each part to the whole. The example above is from a sociology textbook.

- **Title or explanation.** People of Hispanic Origin in the United States.
- **Source.** U.S. Department of Commerce, Bureau of the Census.
- **Headings and labels.** Mexican, Cuban, Puerto Rican, Other Hispanic.
- **Units of measurement.** Percentage.
- **Important points and conclusions.** The majority of people of Hispanic origin in the United States are of Mexican descent.

Flowcharts

A **flowchart** shows steps in procedures or processes by using boxes, circles, and other shapes that are connected with lines or arrows. The example here is from the *Dictionary of Cultural Literacy* and presents the legislative process (how a bill becomes a law).

CHAPTER 7 Recognizing Authors' Writing Patterns 403

Figure 1 Education and income. As of the late-1990s, estimated lifetime earnings for workers, based on the completed level of education, was:

Education Level	Estimated Lifetime Earnings
Non-high school graduate	\$508,810
High school graduate	\$820,870
Some college	\$992,890
College graduate (bachelor's degree)	\$1,420,850
Professional degree	\$1,012,530

Source: U.S. Bureau of the Census

Career Training and Skill Development

6 Your level of formal training affects your financial success. Figure 1 shows the influence of education on income. The statistics in this exhibit do not mean you will automatically earn a certain amount because you have a college degree. They imply that more education increases your potential earning power. However, other factors, such as field of study, also influence future income.

7 In addition to formal career training, successful managers, employers, and career counselors stress the importance of traits adaptable to most work situations. While some of these traits can be acquired in school, others require experiences in other situations. The traits that successful people usually possess include:

- An ability to work well with others in a variety of settings.
- A desire to do tasks better than they have to be done.

Annotation Exercise

- Main idea sentence of paragraph 6: _____
- Writing pattern: _____

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640 PART 3 Systems for Studying Textbooks

TYPES OF MAPPING

Significant events in World War I:

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    graph LR
      A[1914 Austria invades Serbia; World War I begins] --> B[1915 Lusitania torpedoed]
      B --> C[1917 U.S. Pres. Wilson declares war on Central Powers]
      C --> D[1918 Armistice ends war on November 11]
      D --> E[1919 Treaty of Versailles]
  
```

We welcome you to *Opening Doors*. We hope your journey through this textbook is an enjoyable and rewarding experience.

Joe Cortina

Janet Elder



ANNOTATED INSTRUCTOR'S GUIDE

Opening Doors

Understanding College Reading

