Kathleen T. McWhorter

Reading and Writing About Contemporary Issues

Third Edition

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Niagara County Community College

Pearson

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Preface

PURPOSE

The third edition of *Reading and Writing About Contemporary Issues* offers an integrated approach to reading and writing, using a handbook for reference and instruction followed by readings for analysis and writing. The nonfiction readings are organized into units that focus on contemporary issues. Chosen to interest and motivate students, they are drawn from books, textbooks, periodicals, popular magazines, newspapers, Web sites, and internet sources with the objective of providing stimulating and challenging readings that enable students to apply reading and critical-thinking skills and respond to text through writing. The book also offers a multi-disciplinary casebook of readings on the topic of globalization and a brief skill refresher review of grammar and correctness.

Addressing Changing Needs of Readers and Writers

College readers and writers continue to face new challenges. Increasingly more reading is being done online. Online reading requires modification and adaption of skills to suit the digital delivery mode. Online reading also demands an increased vigilance for unreliable or inaccurate sources. The third edition of *Reading and Writing About Contemporary Issues* addresses these concerns through new instructional material in Part One on developing digital reading skills and on recognizing fake news. The society in which we live is rapidly changing; it presents us with new opportunities and technologies previously never thought possible. However, our society also presents us with risks and dangers. Several new readings in Part Two address both technological innovations and possible threats to personal safety and security.

Re-Visioning *Reading and Writing About Contemporary Issues* for the Third Edition for Course Redesign

The third edition of *Reading and Writing About Contemporary Issues* was written in response to the continuing changes in the fields of reading, writing, and composition. Course redesign is occurring within both developmental writing and first-year composition classes. The ALP (Accelerated Learning Program) co-requisite model is being widely adopted due to state mandates, institutional or departmental policies, and individual instructor choice. Fewer classes are being offered in developmental reading and writing, and students who formerly were enrolled in those developmental classes are now placed in first-year composition classes while enrolling simultaneously in an additional instructional support course.

In the ALP model, instructors of the co-requisite sections have found that they must provide supplemental instruction in reading and writing skills to enable students to handle the demands of the first-year composition classes. *Reading and Writing About Contemporary Issues* guides instructors in providing the extra reading and writing skills that students are lacking. The handbook in Part One provides concise review of essential reading and writing skills, and the apparatus preceding and following each of the readings in Part Two offers guided reading and writing instructional support. Part Three, A Multi-Disciplinary Casebook on Globalization, enables instructors to focus on comparison, synthesis, and evaluation of ideas using a set of closely related readings. Part Four, a set of skill refreshers, offers writers a review of essential points of grammar and correctness.

Developmental reading and writing courses continue to evolve as well, more strongly emphasizing the integration of reading and writing. These courses are also moving away from drill and practice instruction, instead embracing a readings-based model that emphasizes contextualized learning. *Reading and Writing About Contemporary Issues* is well-suited to both integration and a readings-based approach, with the largest portion of the book devoted to themed readings that teach both reading and writing skills through pre- and post-reading activities and questions.

NEW TO THE THIRD EDITION

Significant changes have been made throughout the book.

Changes to Part One: A Handbook for Reading and Writing in College

- **NEW Coverage of Digital Reading Skills.** Because students are asked to read both academic and everyday sources online, digital reading skills are essential to today's college students. A new section in Chapter 1 examines the differences between reading print and digital text and offers numerous strategies for adapting reading skills to accommodate the characteristics of digital text.
- **NEW Coverage of Fake News.** Because Internet postings are seldom monitored or screened for reliability or accuracy, fake news has become an issue of growing concern. In fact, fake news has become a current topic of discussion and debate in many academic communities. A new section in Chapter 9 defines fake news, offers examples, and suggests strategies for identifying fake news.
- **NEW Self-Test End-of-Chapter Summaries.** The chapter summaries in Part One have been revised to facilitate interactive self-testing. Key points of chapter content are presented in question form. Students are encouraged to cover the column that contains the answers, answer each question, and then check to verify that their recall is accurate and complete. Self-testing provides a form of review and rehearsal, both of which enhance recall and retention.

- **NEW Shared Writing Coverage.** A new section in Chapter 2 describes how to use Google Docs to create and share word processed documents and discusses its use in a writing class.
- **Updated passages.** Numerous textbook practice excerpts and passages have been changed to reflect more contemporary issues.

Changes to Part Two: Reading and Writing About Contemporary Issues

- **NEW Chapter 11 Marginal Commentary.** Each of the three readings in Chapter 11 contain marginal commentary that demonstrate to students the kinds of thinking that should occur as they read. Using both statements and questions, these prompts model the kinds of thinking that should occur while reading. The marginal commentary is focused as follows:
  - **Reading 1 Essential Literal Comprehension Skills.** The first reading demonstrates the thinking that occurs in applying essential literal comprehension skills, including paragraph and essay organization. Specifically, students learn the function of headings, examine word meaning, identify topics, details, transitions, and theses, and consider what is important to learn.
  - **Reading 2 Analyzing Author's Techniques.** The second reading models the critical thinking skills involved in examining the author's techniques, including the function of the title and quotations, use of types of evidence, word choice, and use of generalizations.
  - **Reading 3 Evaluating Author's Ideas.** The third reading presents examples of critical thinking skills involved in examining the author's ideas. Skills include assessing the author's attitude toward the subject and his or her credibility, evaluating relevancy and sufficiency of information, and identifying emotional appeals.
  - In Chapters 12–17, students are encouraged to write their own marginal commentary that reflects their thinking and records their ideas for written response.
- **NEW Contemporary Issue Chapter 15: Personal Safety and Security.** One of the biggest changes in the past decade is the growing threat to our safety and security in the classroom, the workplace, and other public places. Numerous tragic events pervade our consciousness as never before. Also, many people no longer feel secure using computer-related technology. Identify theft, facial recognition technology, and theft of financial records are now serious threats. Chapter 15 explores the theme of personal safety and security through readings on mass shootings, China's government espionage of its own citizens, and a textbook excerpt overview of crime fighting technologies designed to keep us safe and thwart criminal behavior.
- **NEW Nine Professional Readings.** New topics include the long-term effects of megastorms, BPA in water bottles, phubbing, falling in love

online, ethical issues in medicine, surviving a mass shooting, surveillance in China, crime fighting technology, and hate speech on campus.

- **REFOCUSED Chapter 14.** The previous chapter broadly focused on ethical issues in science. The revised chapter is now limited to medical ethics, providing a tighter thematic unit.
- **NEW and Reorganized Apparatus Accompanying Each Reading.** The apparatus that accompanies each reading mirrors the organization of Part One, offering pre-reading strategies, during reading strategies, and post-reading strategies. To better enable instructors to teach both reading and writing via the reading selections, new activities have been added and existing ones revised. The pre-reading section of the apparatus now includes the following features:
  - **Preview It.** The section asks students to preview the reading and answer questions, often open-ended, about what they anticipate the reading will cover.
  - **Look It Up.** Because activation or acquisition of background knowledge contributes to both comprehension and retention, students are encouraged to use an electronic device (laptop, tablet, smart phone, etc.) to research an aspect of the topic covered in the reading. This activity builds interest and serves as a starting point for class discussion prior to reading.
  - **Discuss It.** Using what they learned from the above Look It Up feature, students have an opportunity to talk about the topic before reading the chapter essay. This activity activates existing schema and allows students to fill in gaps in their knowledge and experience related to the topic before reading.
  - **Write About It.** This activity asks students to write a paragraph in response to a prompt related to the topic of the reading. This feature enables students to begin to formulate and verbalize ideas about the reading and explore their own thoughts and experiences related to the reading.
  - **Read It.** This section offers a specific reading strategy for each reading, addressing particular characteristics of the reading or alerting students to potential pitfalls.
- **NEW Open-ended Critical Thinking Questions.** Section F of the apparatus following each reading in Part Two now includes four to five open-ended critical thinking questions. These questions demand detailed and examined responses and encourage written response.

NEW Part Three: Multi-Disciplinary Casebook on Globalization

The casebook allows students to examine a topic in depth and encourages comparison and synthesis of ideas. The casebook models the cross-disciplinary exploration of a topic by considering its implications within a variety of academic disciplines. The new casebook on globalization replaces the previous one on climate change. Globalization, the integration and interaction of people,

companies, nations, and cultures, is a topic of concern in many fields of study. The casebook examines how members of the world community interact from the perspective of six academic disciplines—geography, biology, business/marketing, cultural anthropology, communication, and economics. The casebook opens with a reading that introduces the concept of globalization and makes it accessible to students by examining its impact on three items of everyday life. The remainder of the readings explore world overpopulation, global marketing, healthcare, intercultural communication, and the global economy.

NEW Part Four: Grammar and Correctness Skill Refresher

Because students need immediate and frequent reminders about the importance of grammar and correctness, a new Part Four has been added that provides a brief review of ten common errors. Each refresher concisely explains the topic and offers examples of errors and their correction.

CONTENT AND FORMAT OVERVIEW

Reading and Writing About Contemporary Issues guides students in developing basic vocabulary and comprehension skills, as well as inferential and critical-reading and thinking skills. Writing skills are cultivated through skill review, activities, and writing prompts that require students to write in response to the articles and essays they read. The text is organized into four parts:

- **Part One, A Handbook for Reading and Writing in College,** presents a concise introduction to reading and writing skills. Written in handbook format (1a, 1b, etc.), this part serves as a guide and reference tool for the skills students need to read and write about the readings in Part Two.
- **Part Two, Reading and Writing About Contemporary Issues,** consists of seven chapters, each containing three reading selections on a contemporary issue for reading and response.
- **Part Three, A Multi-Disciplinary Casebook on Globalization,** contains six readings that offer a focused, in-depth examination of a single contemporary issue.
- **Part Four, Grammar and Correctness Skill Refreshers,** reviews ten common grammatical errors and explains how to correct them.

Format of Part One: A Handbook for Critical Reading and Writing in College

The handbook guides students in learning the reading, critical-thinking, and writing skills essential for college success. It contains the following features:

- **Integrated approach to reading and writing.** Reading and writing are approached as complementary processes that are best learned together. Most college reading assignments require written responses of some sort—essay exams, papers, or research projects. This text shows students how to analyze reading and writing assignments; teaches them the

important skills of annotating, paraphrasing, outlining, and mapping, which enable and prepare them to write response papers; and provides guidance and instruction on how to write and revise paragraphs, essays, and documented papers.

- **Students approach reading and writing as thinking.** Reading and writing are approached as thinking processes involving interaction with textual material and sorting, evaluating, and responding to its organization and content. The apparatus preceding and following each reading focuses, guides, and shapes the students' thought processes and encourages thoughtful and reasoned responses.
- **Students develop a wide range of critical-reading and -thinking skills.** Because simply understanding what a writer says is seldom sufficient in college courses, this handbook teaches students to examine, interpret, analyze, and evaluate ideas. Students learn to make inferences, consider an author's techniques, and identify his or her biases in relation to the message presented and then apply this knowledge to their own writing.
- **Students learn to analyze and write arguments.** Because argumentation is an important part of both academic discourse and workplace and everyday communication, students learn to read and analyze arguments and to plan, develop, organize, write, and revise effective written arguments.
- **Students learn to write a documented paper.** Writing a documented paper is required in many college courses. Students learn to identify trustworthy sources, extract information from them so as to avoid plagiarism, integrate information from sources into essays, incorporate quotations, and use the MLA and APA documentation systems.

Format of Part Two: Reading and Writing About Contemporary Issues

Each chapter in Part Two begins with an introduction that focuses students' attention on the issue, provides context and background information, discusses its importance and relevance to college coursework, and includes tips for reading about the issue. Each chapter contains three readings, each of which is preceded by before reading activities and followed by exercises that allow students to practice and apply the reading and writing strategies covered in Part One. A section of activities titled "Making Connections: Thinking Within the Issues" ends each chapter and encourages students to synthesize ideas related to two or more readings in the chapter, and a final section titled "Making Connections: Thinking Across the Issues" ends Part Two with activities that encourage students to think about ideas from readings across the chapters.

- **Choice of readings.** Nonfiction readings were chosen to be interesting and engaging and to serve as good models of writing. These readings are taken from a variety of sources including textbooks, digital sources, online sites, and periodicals. Issues include surviving a mass shooting, e-waste, the right to die movement, human trafficking, and group conformity.

- **Lexile levels for all readings.** Lexile® measure—the most widely used reading metric in U.S. schools—provides valuable information about a student's reading ability and the complexity of text. It helps match students with reading resources and activities that are targeted to their ability level.
- **Pre-reading exercises.** Students learn to focus their attention and prepare to read by learning about the source and context of the reading provided in a headnote and by previewing the reading, researching, discussing, writing about the topic, and considering specific strategies for reading the article. These exercises encourage them to activate their prior knowledge and experience about the topic.
- **Post-reading exercises.** Post-reading exercises mirror the organization of Part One, providing students practice in checking their comprehension, analyzing the reading, and writing in response to it. Students progress through vocabulary skills, recognition of thesis and main ideas, identifying details, recognizing methods of organization and transitions, analyzing visuals, figuring out implied meanings, thinking critically, reviewing and organizing a reading using paraphrases, maps, outlines, or summaries, and analyzing arguments. Students also write in response to the reading using paragraph and essay prompts.
- **End-of-chapter and end-of-part synthesis activities.** Each chapter concludes with a section titled "Making Connections: Thinking Within the Issues" that encourages students to draw connections between and among the chapter readings, extend their critical-reading and -thinking skills, and explore the issue further through discussion and writing. Part Two concludes with a set of activities, "Making Connections: Thinking Across the Issues," that requires students to see relationships among the various issues presented in Part Two.

Format of Part Three: A Multi-Disciplinary Casebook on Globalization

The casebook contains six readings from a variety of academic disciplines that provide different perspectives on the issue of globalization, demonstrating the far-reaching environmental, cultural, economic, and geographic implications of a single contemporary issue. The introduction provides tips for reading about the issue, synthesizing sources, and previewing. Each selection is followed by activities that ask students to apply reading and writing skills presented earlier in the book and critical-thinking questions. The "Synthesis and Integration Questions and Activities" section at the end of the casebook encourages students to synthesize the information in the readings. A final section offers students opportunities to write about the readings in the casebook.

Format of Part Four Grammar and Correctness Skill Refresher

This collection of skill refreshers addresses ten common problems students experience with grammar and correctness. Each topic identifies the error and shows how to correct it.

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TEXT-SPECIFIC ANCILLARIES

Annotated Instructor's Edition for *Reading and Writing About Contemporary Issues* **(ISBN 0135228816/9780135228814)** The Annotated Instructor's Edition is identical to the student text but includes all the answers printed directly on the pages where questions, exercises, or activities appear.

Instructor's Resource Manual and Test Bank for *Reading and Writing About Contemporary Issues 2e* **(ISBN 0135228832/9780135228838)** The online Instructor's Resource Manual contains general information on how to teach an integrated course, plus a teaching tip sheet, sample pacing guide, syllabus, and other useful handouts. It includes teaching suggestions and handouts for

Part One (Chapters 1–10), provides collaborative activities that complement the readings, and offers students opportunities to think critically and solve problems in a group setting for Part Two. In addition, it contains tips for teaching the Part Three Casebook and suggested writing activities and topics for each reading. The Test Bank contains a set of multiple-choice content review quizzes for Chapters 1–10 formatted for easy distribution and scoring.

PowerPoint Presentation (Download Only) for *Reading and Writing About Contemporary Issues* **(ISBN 0135228824/9780135228821)** PowerPoint presentations to accompany each chapter consist of classroom-ready lecture outline slides, lecture tips, classroom activities, and review questions. Available for download from the Instructor Resource Center.

Answer Key for *Reading and Writing About Contemporary Issues* **(ISBN 0135228905 9780135228906)** The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download from the Instructor Resource Center.

Pearson MyTest for *Reading and Writing About Contemporary Issues* **(ISBN 0135228891/9780135228890)** This supplement is created from the Test Bank and is a powerful assessment generation program that helps instructors easily create and print quizzes, study guides, and exams. Select Pearson's questions and supplement them with your own questions. Available at www.pearsonmytest.com.

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A Handbook for Reading and Writing in College

PART ONE

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1 The Reading Process

LEARNING OBJECTIVES

1 Read and think actively
2 Read textbooks effectively

Pre-reading Strategies

3 Preview, predict, and ask questions
4 Activate your prior knowledge

During Reading Strategies

5 Check and strengthen your comprehension
6 Highlight important information to learn and recall it
7 Use annotation to record your thinking
8 Read digital text effectively

Post-reading Strategies

9 Paraphrase ideas accurately, using your words
10 Outline text to organize and connect information
11 Draw conceptual maps to show relationships among ideas
12 Summarize text concisely and accurately
13 Write in response to reading

What does it take to do well in college? In answer to this question, many college students are likely to say

- "Knowing how to study."
- "You have to like the course."
- "Hard work!"
- "Background in the subject area."
- "A good teacher!"

Students seldom mention reading college textbooks and writing in response to reading as essential skills. When you think about college, you think of attending classes and labs, completing assignments, studying for and taking exams, doing research in the library or on the Internet, and writing papers. A closer look at these activities, however, reveals that reading and writing are important parts of each.

Throughout this handbook, you will learn numerous ways to use reading and writing as tools for college success. You will improve your basic comprehension skills and learn to think critically about the materials you read. You will also learn to write effective paragraphs and essays and use your skills to respond to articles, essays, and textbook excerpts that you read. Finally, you will also learn to handle high-stakes writing assignments that involve using sources to explain and support your own ideas.

In this chapter, you will learn the basics of college textbook reading and then develop specific strategies to use before, during, and after reading. These strategies will enable you to understand and remember more of what you read and be prepared to write about what you have read.

The readings that appear in Part Two of this book will help you apply before, during, and after reading and writing strategies to both textbook and non-textbook readings.

1a ACTIVE READING: THE KEY TO ACADEMIC SUCCESS

LEARNING OBJECTIVE 1
Read and think actively

Reading involves much more than moving your eyes across lines of print, more than recognizing words, and more than reading sentences. Reading is *thinking.* It is an active process of identifying important ideas and comparing, evaluating, and applying them.

Have you ever gone to a ball game and watched the fans? Most do not sit and watch passively. Instead, they direct the plays, criticize the calls, encourage the players, and reprimand the coach. They care enough to get actively involved in the game. Just like interested fans, active readers get involved. They question, challenge, and criticize, as well as understand. Table 1-1 contrasts the active strategies of successful readers with the passive strategies of less successful readers. Not all strategies will work for everyone. Experiment to discover those that work particularly well for you.

EXERCISE 1-1 . . . ACTIVE READING

Consider each of the following reading assignments. Discuss ways to get actively involved in each assignment.

1. Reading two poems by Maya Angelou for an American literature class

   _____

   _____

2. Reading the procedures for your next chemistry lab

   _____

3. Reading an article in *Time* magazine, or on the *Time* magazine Web site, assigned by your political science instructor in preparation for a class discussion

   _____

   _____

TABLE 1-1 ACTIVE VERSUS PASSIVE READING

ACTIVE READERS . . .	PASSIVE READERS . . .
Tailor their reading to suit each assignment.	Read all assignments the same way.
Analyze the purpose of an assignment.	Read an assignment because it was assigned.
Adjust their speed to suit their purpose.	Read everything at the same speed.
Question ideas in the assignment.	Accept whatever is in print as true.
Compare and connect textbook material with lecture content.	Study lecture notes and the textbook separately.
Skim headings to find out what an assignment is about before beginning to read.	Check the length of an assignment and then begin reading.
Make sure they understand what they are reading as they go along.	Read until the assignment is completed.
Read with pencil in hand, highlighting, jotting notes, and marking key vocabulary.	Read.
Develop personalized strategies that are particularly effective.	Follow routine, standard methods. Read all assignments the same way.
Look for the relevance of the assignment to their own lives.	Fixate on memorizing terms and definitions solely to pass the exam or get a good grade.
Engage with the contemporary issues under discussion with an open mind.	React emotionally to reading assignments without taking the time to carefully consider the author's key points.

1b READING TEXTBOOKS

LEARNING OBJECTIVE 2
Read textbooks effectively

In most college courses, textbooks are the primary source of reading material. They are almost always written by college teachers who know what students are likely to need to help them understand the material and participate in classroom lectures and discussions. As you read your textbook assignments in preparation for class, be sure to take advantage of the valuable learning aids built into each chapter.

Guidelines for Reading Textbooks

Use the following guidelines to get the most from your textbooks.

1. **Use the textbook's learning aids.** Textbooks provide many features designed to help you learn and remember the content. Table 1-2 summarizes these features and explains how to use each.
2. **Pay close attention to the examples.** If your textbook does not provide an example of an important concept, ask your instructor for one.
3. **Be patient and reward yourself when you have reached key milestones in the assignment.** Take occasional short breaks from reading, and reward yourself with a snack or something that motivates you to complete the assignment with a high level of comprehension.

4. **Look for relevance to your own life.** For instance, a business textbook discussion about the price of generic equivalents versus expensive brand names might help you the next time you need to buy aspirin.
5. **Use additional print-based or online resources.** In many disciplines, online labs provide additional practice opportunities; check your textbook to find out what is available.
6. **Read with a highlighter or pen in hand.** Highlighting (see Section 1f) and annotating (see Section 1g) are particularly helpful for marking key points in the textbook. Studies have proven that students learn better when they write, annotate, and take notes as they read.

TABLE 1-2 TEXTBOOK AIDS TO LEARNING

FEATURE	HOW TO USE IT
Preface or "To the Student"	• Read it to find out how the book is organized, what topics it covers, and what learning features it contains.
Chapter Opener (may include chapter objectives, photographs, and chapter outlines)	• Read it to find out what the chapter is about. • Use it to test yourself later to see whether you can recall the main points.
Marginal Vocabulary Definitions	• Learn the definition of each term. • Create a vocabulary log (in a notebook or computer file) and enter words you need to learn.
Photographs and Graphics	• Determine their purpose: what important information do they illustrate? • For diagrams, charts, and tables, note the process or trend they illustrate. Make marginal notes. • Practice redrawing diagrams without referring to the originals.
Test Yourself Questions (after sections within the chapter)	• Always check to see whether you can answer them before going on to the next section. • Use them to check your recall of chapter content when studying for an exam.
Special Interest Inserts (can include profiles of people, coverage of related issues, critical thinking topics, etc.)	• Discover how the inserts are related to the chapter content: what key concepts do they illustrate?
Review Questions/Problems/ Discussion Questions	• Read them over once before you read the chapter to discover what you are expected to learn. • Use them to test your recall after you have read the chapter.
Chapter Summary	• Test yourself by converting summary statements into questions using the words *Who? Why? When? How?* and *So what?*
Chapter Review Quiz	• Use this to prepare for an exam. Pay extra attention to items you get wrong.

EXERCISE 1-2 . . . READING COLLEGE TEXTBOOKS

Using a textbook from one of your other courses, make a list of the learning aids it contains. Then briefly indicate how you can use each to study.

PRE-READING STRATEGIES

1c PREVIEWING, PREDICTING, AND ASKING QUESTIONS

LEARNING OBJECTIVE 3
Preview, predict, and ask questions

Before you read an assignment, you should preview it, make predictions about the material, and develop questions that you expect the material to address.

Previewing

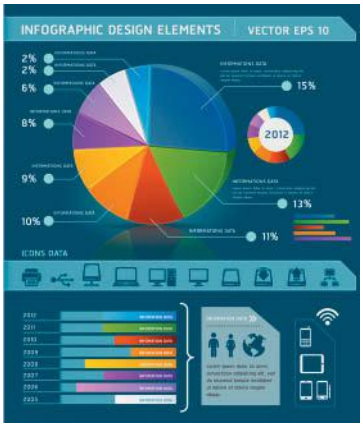
Previewing is a means of familiarizing yourself with the content and organization of an assignment *before* you read it. Think of previewing as getting a "sneak preview" of what a chapter or reading will be about. You can then read the material more easily and more rapidly.

How to Preview Reading Assignments

Use the following steps to become familiar with the content and organization of a chapter, essay, or article, either print or online.

1. **Read the title and subtitle.** The title indicates the topic of the article or chapter; the subtitle suggests the specific focus of, or approach to, the topic.
2. **Check the author and source of an article or essay.** This information may provide clues about the article's content or focus. If you are reading a collection of essays, there may be a **head note** before each essay that provides concise background information about the author and the essay.
3. **Read the introduction or the first paragraph.** The introduction or first paragraph serves as a lead-in, establishing the overall subject and suggesting how it will be developed.
4. **Read each boldfaced (dark black print) or colored heading.** Headings label the contents of each section and announce the major topic covered.

5. **Read the first sentence under each heading.** The first sentence often states the main point of the section. If the first sentence seems introductory, read the last sentence; often this sentence states or restates the main point.
6. **If headings are not provided, read the first sentence of several paragraphs per page.** This sentence is often the topic sentence, which states the main idea of the paragraph. By reading first sentences, you will encounter most of the key ideas in the article.
7. **Note any typographical aids and information presented in list format.** Colored print, **boldface**, and *italics* are often used to emphasize important terminology and definitions, distinguishing them from the rest of a passage. Material that is numbered 1, 2, 3; lettered a, b, c; or presented in list form is also of special importance.
8. **Read the first sentence of each item presented as a list.**
9. **Note any graphic aids.** Graphs, charts, photographs, and tables often suggest what is important. As part of your preview, read the captions of photographs and the legends on graphs, charts, and tables.
10. **Read the last paragraph or summary.** This provides a condensed view of the article or chapter, often outlining the key points.
11. **Read quickly any end-of-article or end-of-chapter material.** This material might include references, study questions, discussion questions, chapter outlines, or vocabulary lists. If study questions are included, read them through quickly because they tell you what to look for in the chapter. If a vocabulary list is included, rapidly skim through it to identify the terms you will be learning as you read.



graphixmania/Fotolia

EXAMINING PROFESSIONAL WRITING

The following textbook excerpt is taken from *Sociology: A Down-to-Earth Approach*, 13e, by James Henslin. This excerpt will be used throughout this chapter to demonstrate techniques and give you practice in reading and learning from college textbooks. The following section, discussing social class, illustrates how previewing is done. The portions to focus on when previewing are shaded. Read only those portions. After you have finished, test how well your previewing worked by completing Exercise 1-3, "What Did You Learn from Previewing?"

1120*L*/1,286 words

The numbers beside paragraph numbers indicate which sentence in each paragraph is the topic sentence.

Issue: Wealth and Poverty

Consequences of Social Class

James Henslin

4 1 Does social class matter? And how! Think of each social class (whether upper-class, middle-class, working-class, or poor/underclass) as a broad subculture with distinct approaches to life, so significant that it affects our health, family life, education, religion, politics, and even our experiences with crime and the criminal justice system. Let's look at how social class affects our lives.

Physical Health

1 2 The principle is simple: As you go up the social-class ladder, health increases. As you go down the ladder, health decreases (Hout 2008). Age makes no difference. Infants born to the poor are more likely to die before their first birthday, and a larger percentage of poor people in their old age—whether 75 or 95—die each year than do the elderly who are wealthy.

Note to instructors: The blue underlining provides answers to Exercise 5-9. (See Chapter 5.)

2 3 How can social class have such dramatic effects? While there are many reasons, here are three. First, social class opens and closes doors to medical care. People with good incomes or with good medical insurance are able to choose their doctors and pay for whatever treatment and medications are prescribed. The poor, in contrast, don't have the money or insurance to afford this type of medical care.

1 4 A second reason is lifestyle, which is shaped by social class. People in the lower classes are more likely to smoke, eat a lot of fats, be overweight, abuse drugs and alcohol, get little exercise, and practice unsafe sex (Chin et al. 2000; Dolnick 2010). This, to understate the matter, does not improve people's health.

2 5 There is a third reason, too. Life is hard on the poor. The persistent stresses they face cause their bodies to wear out faster (Geronimus et al. 2010). The rich find life better. They have fewer problems and more resources to deal with the ones they have. This gives them a sense of control over their lives, a source of both physical and mental health.

Mental Health

1 6 Sociological research from as far back as the 1930s has found that the mental health of the lower classes is worse than that of the higher classes (Faris and Dunham 1939; Srole et al. 1978; Peltham 2009). Greater mental problems are part of the higher stress that accompanies poverty. Compared with middle- and upper-class Americans, the poor have less job security and lower wages. They are more likely to divorce, to be the victims of crime, and to have more physical illnesses. Couple these conditions with bill collectors and the threat of eviction, and you can see how they can deal severe blows to people's emotional well-being.

1 7 People higher up the social class ladder experience stress in daily life, of course, but their stress is generally less, and their coping resources are greater. Not only can they afford vacations, psychiatrists, and counselors, but *their class position also gives them greater control over their lives, a key to good mental health*.

Family Life

Social class also makes a significant difference in our choice of spouse, our chances of getting divorced, and how we rear our children.

Choice of Husband or Wife. Members of the upper class place strong emphasis on family tradition. They stress the family's history, even a sense of purpose or destiny in life (Baltzell 1979; Aldrich 1989). Children of this class learn that their choice of husband or wife affects not just them, but the entire family, that it will have an impact on the "family line." These background expectations shrink the field of "eligible" marriage partners, making it narrower than it is for the children of any other social class. As a result, parents in this class play a strong role in their children's mate selection.

Divorce. The more difficult life of the lower social classes, especially the many tensions that come from insecure jobs and inadequate incomes, leads to higher marital friction and a greater likelihood of divorce. Consequently, children of the poor are more likely to grow up in broken homes.

Child Rearing. Lower-class parents focus more on getting their children to follow rules and obey authority, while middle-class parents focus more on developing their children's creative and leadership skills (Lareau and Weininger 1977). Sociologists have traced this difference to the parents' occupations (Kohn 1977). Lower-class parents are closely supervised at work, and they anticipate that their children will have similar jobs. Consequently, they try to teach their children to defer to authority. Middle-class parents, in contrast, enjoy greater independence at work. Anticipating similar jobs for their children, they encourage them to be more creative. Out of these contrasting orientations arise different ways of disciplining children; lower-class parents are more likely to use physical punishment, while the middle classes rely more on verbal persuasion.

Education

Education increases as one goes up the social class ladder. It is not just the amount of education that changes, but also the type of education. Children of the upper class bypass public schools. They attend exclusive private schools where they are trained to take a commanding role in society. These schools teach upper-class values and prepare their students for prestigious universities (Beeghley 2008; Stevens 2009).

Keenly aware that private schools can be a key to upward social mobility, some upper-middle-class parents make every effort to get their children into the prestigious preschools that feed into these exclusive prep schools. Although some preschools cost $23,000 a year, they have a waiting list (Rohwedder 2007). Not able to afford this kind of tuition, some parents hire tutors to train their 4-year-olds in test-taking skills, so they can get into public kindergartens for gifted students. They even hire experts to teach these preschoolers to look adults in the eye while they are being interviewed for these limited positions (Banjo 2010). You can see how such parental involvement and resources make it more likely that children from the more privileged classes go to college—and graduate.

Religion

One area of social life that we might think would not be affected by social class is religion. ("People are just religious, or they are not. What does social class have to do with

Dm Cherry/Shutterstock

This young woman is being "introduced" to society at a debutante ball in Laredo, Texas. Like you, she has learned from her parents, peers, and education a view of where she belongs in life. How do you think her view is different from yours?

it?") However, the classes tend to cluster in different religious denominations. Episcopalians, for example, are more likely to attract the middle and upper classes, while Baptists draw heavily from the lower classes. Patterns of worship also follow class lines: The lower classes are attracted to more expressive worship services and louder music, while the middle and upper classes prefer more "subdued" worship.

Politics

1 15 The rich and poor walk different political paths. The higher that people are on the social class ladder, the more likely they are to vote for Republicans (Hout 2008). In contrast, most members of the working class believe that the government should intervene in the economy to provide jobs and to make citizens financially secure. They are more likely to vote for Democrats. Although the working class is more liberal on *economic issues* (policies that increase government spending), it is more conservative on *social issues* (such as opposing the Equal Rights Amendment) (Houtman 1995; Hout 2008). People toward the bottom of the class structure are also less likely to be politically active—to campaign for candidates or even to vote (Gilbert 2003; Beeghley 2008).

Crime and Criminal Justice

1 16 If justice is supposed to be blind, it certainly is not when it comes to one's chances of being arrested (Henslin 2012). Social classes commit different types of crime. The white-collar crimes of the more privileged classes are more likely to be dealt with outside the criminal justice system, while the police and courts deal with the street crimes of the lower classes. One consequence of this class standard is that members of the lower classes are more likely to be in prison, on probation, or on parole. In addition, since those who commit street crimes tend to do so in or near their own neighborhoods, the lower classes are more likely to be robbed, burglarized, or murdered.

—adapted from Henslin, *Sociology*, pp. 275–278

EXERCISE 1-3 . . . WHAT DID YOU LEARN FROM PREVIEWING?

Without referring to the passage, answer each of the following questions.

1. What is the overall subject of this passage?

how social class affects our lives

2. What happens to physical health as you go up the social class ladder?

   health increases

3. In addition to choice of spouse, what other two aspects of family life are significantly affected by social class?

   divorce and child rearing

4. Who is the young woman in the photograph and to what class does she probably belong?

   she is a debutante in Texas and probably belongs to the upper class

5. On a scale of 1 to 5 (1=easy, 5=very difficult), how difficult do you expect the passage to be?

   Answers will vary.

You probably were able to answer all (or most) of the questions correctly. Previewing, then, does provide you with a great deal of information. If you were to return to the passage from the textbook and read the entire section, you would find it easier to do than if you hadn't previewed it.

Why Previewing Is Effective

Previewing is effective for several reasons:

- Previewing helps you decide what reading and study strategies to use as you read.
- Previewing puts your mind in gear and helps you start thinking about the subject.
- Previewing enables you to see connections and create a mental outline of the content, which will make your reading easier. However, previewing is never a substitute for careful, thorough reading.

Making Predictions

We make predictions about many tasks before we undertake them. We predict how long it will take to drive to a shopping mall, how much dinner will cost at a new restaurant, how long a party will last, or how difficult an exam will be. Prediction helps us organize our time and cope with new situations.

Prediction is an important part of active reading as well; it enables you to approach the material systematically and read actively because you continually accept or reject your predictions. As you preview, you can predict the development of ideas, the organization of the material, and the author's conclusions. For example, for her philosophy class, a student began to preview an essay titled "Do Computers Have a Right to Life?" From the title, she predicted that the essay

would discuss the topic of artificial intelligence: whether computers can "think." Then, as she read the essay, she discovered that this prediction was correct.

In textbook chapters, boldfaced headings serve as section "titles" and also are helpful in predicting content and organization. Considered together, chapter headings often suggest the development of ideas through the chapter. For instance, the following headings appear in "Liking and Loving: Interpersonal Attraction":

> The Rules of Attraction
> Love Is a Triangle—Robert Sternberg's Triangular Theory of Love

These headings reveal the authors' approach to love and attraction. We can predict that the chapter will discuss factors that are involved in interpersonal attraction and describe three different kinds of love.

EXERCISE 1-4 . . . MAKING PREDICTIONS

Predict the subject and/or point of view of each of the following essays or articles.

1. "The Nuclear Test-Ban Treaty: It's Time to Sign"

   opposed to nuclear testing

2. "Flunking Lunch: The Search for Nutrition in School Cafeterias"

   cafeteria food lacks nutritional value

3. "Professional Sports: Necessary Violence"

   violence is an acceptable part of sports

Forming Guide Questions

Did you ever read an entire page or more and not remember anything you read? Guide questions can help you overcome this problem. **Guide questions** are questions you expect to be able to answer while or after you read. Most students form them mentally, but you can jot them in the margin if you prefer.

The following tips can help you form questions you can use to guide your reading. It is best to develop guide questions *after* you preview but *before* you read.

1. **Turn each major heading into a series of questions.** The questions should ask something that you feel is important to know.
2. **As you read a section, look for the answers to your questions.** Highlight the answers as you find them.

3. **When you finish reading a section, stop and check to see whether you can recall the answers.** Place check marks by those you cannot recall. Then reread.
4. **Avoid asking questions that have one-word answers, like *yes* or *no*.** Questions that begin with *what, why,* or *how* are more useful.

Here are a few textbook headings and some examples of questions you might ask about them:

HEADING	QUESTIONS
Managing Interpersonal Conflict	What is interpersonal conflict? What are strategies for managing conflict?
Paralegals at Work	What is a paralegal? What do paralegals do?
Kohlberg's Theory of Moral Development	Who was Kohlberg? How did Kohlberg explain moral development?

EXERCISE 1-5 . . . FORMING GUIDE QUESTIONS

Select the guide question that would be most helpful in improving your understanding of the textbook chapter sections that begin with the following headings:

b 1. Defining Loneliness
   a. Is loneliness unusual?
   b. What does loneliness mean?
   c. Are adults lonelier than children?
   d. Can loneliness ever be positive?

c 2. The Four Basic Functions of Management
   a. How important is management?
   b. Are there other functions of management?
   c. What are management's four basic functions?
   d. Do poor managers cause serious problems?

c 3. Surface Versus Depth Listening
   a. Is surface listening difficult?
   b. What is listening?
   c. How do surface and depth listening differ?
   d. Is depth listening important?

a 4. The Origins of the Cold War
   a. How did the Cold War start?
   b. Is the Cold War still going on?
   c. How did the United States deal with the Cold War?
   d. Did the Cold War end through compromise?

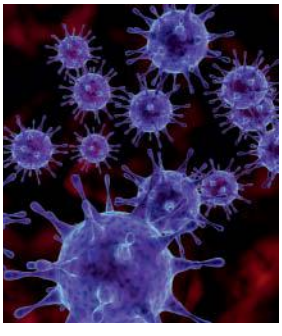
b 5. Some People Are More Powerful than Others
   a. Does power affect relationships?
   b. Why are some people more powerful than others?
   c. What is power?
   d. Can people learn to become more powerful?

1d ACTIVATING PRIOR KNOWLEDGE

LEARNING OBJECTIVE 4
Activate your prior knowledge

After previewing your assignment, you already know *something* about the topic. This is your **prior knowledge**. For example, when asked to read an article titled "Growing Urban Problems" for a government class, a student who lived in a rural area first thought that he knew very little about the topic. But when he thought of a recent trip to a nearby city, he remembered seeing the homeless people and crowded conditions, and he remembered reading about drug problems, drive-by shootings, and muggings.

Activating your prior knowledge aids your reading in three ways. First, it makes reading easier because you have already thought about the topic. Second, the material is easier to remember because you can connect the new information with what you already know. Third, topics become more interesting if you can link them to your own experiences.



ralwel/Fotolia

Virus cells, bacteria. Microscopic view.

How to Activate Your Prior Knowledge

Here are some techniques to help you activate your background knowledge.

- **Ask questions and try to answer them.** If a chapter in your biology textbook titled "Human Diseases" contains headings such as "Infectious Diseases," "Cancer," and "Vascular Diseases," you might ask and try to answer such questions as the following: What kinds of infectious diseases have I seen? What causes them? What do I know about preventing cancer and other diseases?
- **Draw on your own experience.** If a chapter in your business textbook is titled "Advertising: Its Purpose and Design," you might think of

several ads you have seen and analyze the images used in each, as well as the purpose of each ad.

- **Brainstorm.** Write down everything that comes to mind about the topic. Suppose you're about to read a chapter in your psychology textbook on domestic violence. You might list types of violence—child abuse, spousal abuse, and so on. You might write questions such as "What causes child abuse?" and "How can it be prevented?" Alternatively, you might list incidents of domestic violence you have heard or read about. Any of these approaches will help make the topic interesting and relevant.

EXERCISE 1-6 . . . ACTIVATING PRIOR KNOWLEDGE

Use one of the three strategies listed above to discover what you already know about how social class affects our lives.

Researching, Discussing, and Writing

On occasion, based on your preview, prediction, and activation of prior knowledge, you may realize that the topic is unfamiliar or that your background knowledge is lacking or incomplete. In these cases, take a moment to look up background information online. Taking a few notes may be helpful. Discussing the topic with a classmate before reading may also broaden your knowledge or experience with the topic. In addition, writing a few sentences about the topic may serve to focus your attention.

DURING READING STRATEGIES

1e CHECKING AND STRENGTHENING YOUR COMPREHENSION

LEARNING OBJECTIVE 5
Check and strengthen your comprehension

What happens when you read material you can understand easily? Does it seem that everything "clicks"? Do ideas seem to fit together and make sense? Is that "click" noticeably absent at other times? What should you do when this happens?

Monitoring Your Comprehension

Table 1-3 lists and compares common signals to assist you in checking your comprehension. Not all the signals appear at the same time, and not all the signals work for everyone. But becoming aware of these positive and negative signals will help you gain more control over your reading.

TABLE 1-3 COMPREHENSION SIGNALS

POSITIVE SIGNALS	NEGATIVE SIGNALS
You feel comfortable and have some knowledge about the topic.	The topic is unfamiliar, yet the author assumes you understand it.
You recognize most words or can figure them out from context.	Many words are unfamiliar.
You can express the main ideas in your own words.	You must reread the main ideas and use the author's language to explain them.
You understand why the material was assigned.	You do not know why the material was assigned and cannot explain why it is important.
You read at a regular, comfortable pace.	You often slow down or reread.
You are able to make connections among ideas.	You are unable to detect relationships; the organization is not apparent.
You are able to see where the author is heading.	You feel as if you are struggling to stay with the author and are unable to predict what will follow.
You understand what is important.	Nothing (or everything) seems important.
You read calmly and try to assess the author's points without becoming too emotionally involved.	When you encounter a controversial topic, you close your mind to alternative viewpoints or opinions.

EXERCISE 1-7 . . . CHECKING YOUR COMPREHENSION

Read the passage titled "Consequences of Social Class" that appears on pages 8–10. Be alert for positive and negative comprehension signals as you read. After reading the passage, answer the following questions on your own sheet of paper.
Answers will vary.

1. On a scale of 1 to 5 (1=very poor, 5=excellent), how would you rate your overall comprehension? _____

2. What positive signals did you sense? List them.

   _____

   _____

   _____

3. What negative signals did you experience, if any? List them.

   _____

   _____

   _____

4. In which sections was your comprehension strongest? List the paragraph numbers. _____

5. Did you feel at any time that you had lost, or were about to lose, comprehension? If so, go back to that part now. What made it difficult to read?

_____

_____

_____

Strengthening Your Comprehension Using Self-Testing

When you have finished reading, don't just close the book. Stop and assess how well you understood what you read. Test yourself. Choose a heading and turn it into a question. Cover up the text below it and see if you can answer your question. For example, convert the heading "Effects of Head Trauma" into the question "What are the effects of head trauma?" and answer your question mentally or in writing. Then check your answer by looking back at the text. This self-testing process will also help you remember more of what you read because you are reviewing what you just read.

If you are not satisfied with your self-test, or if you experienced some or all of the negative signals mentioned in Table 1-3, be sure to take action to strengthen your comprehension. Chapters 4 and 5 present basic comprehension strategies for reading paragraphs, including identifying main ideas, details, and signal words. Using context clues to figure out words you don't know is covered in Chapter 3. Here are some immediate things you can do when you realize you need to strengthen your comprehension.

Tips for Strengthening Your Comprehension

phoenix021/Fotolia

1. **Analyze the time and place in which you are reading.** If you've been reading or studying for several hours, mental fatigue may be the source of the problem. If you are reading in a place with distractions or interruptions, you might not be able to concentrate on what you're reading.
2. **Reread and/or express complicated ideas in your own words.** You might need to approach complicated material sentence by sentence, determining exactly what each means (see Paraphrasing in Section 1i).
3. **Read aloud sentences or sections that are particularly difficult.** Reading out loud sometimes makes complicated material easier to understand.
4. **Slow down your reading rate.** On occasion, simply reading more slowly and carefully will provide you with the needed boost in comprehension.
5. **Determine whether you lack prior knowledge.** Comprehension is difficult, and at times impossible, if you lack essential information that the writer

assumes you have. Suppose you are reading a political science textbook section on the balance of power in the Third World. If you do not understand the concept of balance of power, your comprehension will break down. When you lack background information, take immediate steps to correct the problem:

- Consult other sections of your text, using the glossary and index.
- Obtain a more basic text that reviews fundamental principles and concepts.
- Consult reliable Web sources.

Using Review to Strengthen Your Recall

Understanding something as you read is no guarantee that you have learned it and will remember it the next day, week, or month. To be able to recall information you read, you have to review and organize it. The best time to review material is right after you read it, then periodically until you are confident you have learned it. Take a few minutes right after you finish reading an assignment to go back through the chapter and reread headings, your highlights and annotations, and the summary or conclusion.

The skills you will learn in the Post-reading Strategies section—-paraphrasing, outlining, mapping, and summarizing—will also serve as forms of review and will help you organize ideas, pull them together, and see how they connect.

1f HIGHLIGHTING TO IDENTIFY IMPORTANT INFORMATION

LEARNING OBJECTIVE 6
Highlight important information to learn and recall it

Highlighting forces you to decide what is important and distinguish key information from less important material. Sorting ideas this way improves both comprehension and recall.

Guidelines for Effective Highlighting

To highlight effectively, use these guidelines:

1. **Analyze the assignment.** Preview the assignment and define what type of learning is required. Determine how much and what type of information you need to highlight.
2. **Assess your familiarity with the subject.** Depending on your background knowledge, you may need to highlight only a little or a great deal. Do not waste time highlighting what you already know.
3. **Read first, then highlight.** Finish a paragraph or self-contained section before you highlight. As you read, look for words and phrases that signal organizational patterns (see Chapter 7). Each idea may seem important when you first encounter it, but you must see how it compares with other ideas before you can judge its relative importance.

4. **Use headings as a guide.** Headings are labels that indicate the overall topic of a section. They indicate what is important to highlight.
5. **Highlight only main ideas and key supporting details.** Avoid highlighting examples and secondary details.
6. **Avoid highlighting complete sentences.** Highlight only enough so that your highlighting makes sense when you reread it. In the following selection, note that only key words and phrases are highlighted. Now read only the highlighted words. Can you grasp the key idea of the passage?

Issue: Immigrant Families

Like multiracial families, immigrant families face myriad challenges although they differ in nature. Fathers often find that the vocational and educational skills they worked so hard to achieve in their nation of origin are not transferable to the United States; former professionals may find themselves performing unskilled labor, earning incomes too meager to adequately support a family. Financial need may require the wife, who probably did not work in the nation of origin, to find a job to supplement the family income. In the new work setting she may find that gender roles in the United States allow more freedom to women and that she has new legal rights. She may begin to challenge the gender roles of her nation of origin, leading to marital strife. Men may begin to feel a loss of power and self-esteem while the wife gains more power and authority.

—Suppes and Wells, *The Social Work Experience*, p. 148

7. **Move quickly through the document as you highlight.** If you have understood a paragraph or section, then your highlighting should be fast and efficient.
8. **Develop a consistent system of highlighting.** Decide how you will mark main ideas, how you will distinguish main ideas from details, and how you will highlight new terminology. You can also use brackets, asterisks, and circles, or different ink colors, or combinations of pens and pencils, to distinguish various types of information. (See also Section 1g on annotating.)
9. **Use the 15–25 percent rule of thumb.** Although the amount you will highlight will vary from source to source, try to highlight no more than 15 to 25 percent of any given page. If you exceed this amount, you are likely not sorting ideas as efficiently as possible. Remember: the more you highlight, the smaller your time-saving dividends when you review.

EXERCISE 1-8 . . . HIGHLIGHTING

Read the following pair of passages, which have been highlighted in two different ways. Look at each highlighted version, and then answer the questions that follow.

Issue: First Impressions

Example A

Do you care if you make a good first impression on others? You should, according to the research findings, because such impressions seem to exert strong and lasting effects on others' perceptions of us. A recent study of 10,526 participants in HurryDate sessions—in which men and women interact with each other for very short periods, usually less than three minutes, and then indicate whether they are interested in future interaction—found that individuals know almost instantly if a person appeals to them when they see them. Men and women in the study assessed potential compatibility within moments of meeting. They based their compatibility on physically observable attributes such as age, height, attractiveness, and physique, instead of hard-to-observe attributes such as education, religion, and income, which seemed to have little effect on their choices. It is clear that the way others first perceive us strongly influences their behavior toward us and whether they want to interact with us.

—Seiler, William J, Melissa Beall,and Joseph P. Mazur. "*Communication*." p. 68.
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Example B

Do you care if you make a good first impression on others? You should, according to the research findings, because such impressions seem to exert strong and lasting effects on others' perceptions of us. A recent study of 10,526 participants in HurryDate sessions—in which men and women interact with each other for very short periods, usually less than three minutes, and then indicate whether they are interested in future interaction—found that individuals know almost instantly if a person appeals to them when they see them. Men and women in the study assessed potential compatibility within moments of meeting. They based their compatibility on physically observable attributes such as age, height, attractiveness, and physique, instead of hard-to-observe attributes such as education, religion, and income, which seemed to have little effect on their choices. It is clear that the way others first perceive us strongly influences their behavior toward us and whether they want to interact with us.

—Seiler, Beall, and Mazur, *Communication*, p. 68

1. Is Example A or Example B the better example of effective highlighting? A

2. Why isn't the highlighting in the other example effective?

   Example B contains too much highlighting. Too many details are highlighted, and the highlighting will not save much time in reviewing.

EXERCISE 1-9 . . . HIGHLIGHTING

Highlight an essay provided by your instructor, or choose one from Part Two of this text or from another class you are taking. Use the techniques discussed above.

1g ANNOTATING TO RECORD YOUR IDEAS

LEARNING OBJECTIVE 7
Use annotation to record your thinking

Active readers think as they read. They summarize, react, respond, question, judge, and evaluate ideas. Be sure to record your thoughts so you can refer to them later when studying the material, preparing for a class discussion, or searching for ideas to write about. **Annotating** is a process of making marginal notes that record your thinking. Be sure to identify sections that you do not understand or need to reread later.

Figure 1-1 suggests various types of annotation that you can use and provides examples of each in relation to a political science textbook chapter. However, you should feel free to develop your own system of annotations, symbols, and abbreviations. Annotating is a very personal process; you should annotate using whatever system helps you study best.

FIGURE 1–1 SAMPLE MARGINAL ANNOTATIONS

TYPES OF ANNOTATION	EXAMPLE
Circling unknown words	... redressing the apparent (asymmetry) of their relationship
Marking definitions	def [To say that the balance of power favors one party over another is to introduce a disequilibrium
Marking examples	ex [... concessions may include negative sanctions, trade agreements ...
Numbering lists of ideas, causes, reasons, or events	components of power include ①self-image, ②population, ③natural resources, and ④ geography
Placing asterisks next to important passages	* [Power comes from three primary sources ...
Putting question marks next to confusing passages	?→ war prevention occurs through institutionalization of mediation ...
Making notes to yourself	Check def in soc text power is the ability of an actor on the international stage to ...
Marking possible test items	T There are several key features in the relationship ...
Drawing arrows to show relationships	... natural resources ..., ... control of industrial manufacture capacity
Writing comments, noting disagreements and similarities	Can terrorism be prevented through similar balance? war prevention through balance of power is ...
Marking summary statements	Sum [the greater the degree of conflict, the more intricate will be ...

Here is an example of the annotations one student made on an excerpt from the reading "Consequences of Social Class" on pages 8–10.

Issue: Mental Health

Any improvement/change since the '30s? How is mental health measured? What constitutes middle- and upper-class?	Sociological research from as far back as the 1930s has found that the mental health of the lower classes is worse than that of the higher classes (Faris and Dunham 1939; Srole et al. 1978; Peltham 2009). Greater mental problems are part of the higher stress that accompanies poverty. Compared with middle- and upper-class Americans, the poor have less job security and lower wages.
Other effects of poverty—test question?	They are more likely to divorce, to be the victims of crime, and to have more physical illnesses. Couple these conditions with bill collectors and the threat of eviction, and you can see how they can deal severe blows to people's emotional well-being.
Coping resources + control = better mental health	People higher up the social class ladder experience stress in daily life, of course, but their stress is generally less, and their coping resources are greater. Not only can they afford vacations, psychiatrists, and counselors, but *their class position also gives them greater control over their lives, a key to good mental health*.

EXERCISE 1-10 . . . ANNOTATING

Review Figure 1-1 and then annotate the reading you highlighted for Exercise 1-9.

1h READING DIGITAL TEXT

LEARNING OBJECTIVE 8
Read digital text effectively

Digital reading is becoming increasingly important because we live in a digital world. We not only read e-books, but also read text on smartphones, tablets, Kindles, and so forth. College courses, too, often require digital reading for research, online courses, and document sharing in writing classes, for example.

Reading digital material and reading print material differ in numerous ways. To read and learn effectively, you need to be aware of their differences and adapt your skills accordingly.

Layout, digital features, and your movement through the text create a unique reading and learning environment:

- **Print text is linear; readers proceed in one direction, from beginning to end.** Digital text, on the other hand, is multi-directional; readers can

follow hyperlinks, research numerous sources, and then return to the original text.

- **Because readers move through digital text by scrolling, they tend to read faster.** They also tend to alternate between reading and skimming. This skimming process leads to less detailed, careful reading.
- **Reading digital text is more stimulating.** Varying colors, print sizes, numerous graphics, shifting screens, as well as the temptation to follow hyperlinks tend to draw readers' attention away from the content of the material.
- **It is easy to get lost reading digital text.** Following hyperlinks can lead you astray from the original material and lose sight of its main points.
- **Digital reading makes multitasking more tempting.** It is easy to skip over to a social media site, for example. In fact, one research study reported that 95 percent of students report multitasking while reading digital content, while only 1 percent of students reported the same while reading print text.
- **Digital readers have to make more choices and more decisions about how to proceed on the screen (whether to follow or ignore hyperlinks, graphics, etc.) than print readers do.** These decision-making tasks may divert concentration from the ideas presented in the material.

Certainly, digital reading is here to stay, so readers need to devise new and different reading strategies for reading digital text, as outlined in the box below.

STRATEGIES FOR READING DIGITAL TEXT

To maximize time spent reading online, use the following strategies:

1. **Recognize that reading online requires as much time and effort as reading print materials, perhaps even more.** At times, you may need to purposely slow down.
2. **Evaluate your sources carefully.** Not everything that appears online is accurate and reliable. Also be sure to evaluate any hyperlinks you follow.
3. **Make conscious decisions about how and what to read.** First, consider your purpose and choose strategies accordingly. Do you need an overview of the material or in-depth understanding, for example? Read and reread to suit your purpose. Decide whether to read or mentally filter out visuals, graphics, and inserts. Remember, these digital "add-ons" make reading a more complex mental process.
4. **Make deliberate decisions, in particular about hyperlinks.** For example, will you follow links on your first reading, or read the material through once and then, after completing a first reading, follow links that seem appropriate and necessary? Maybe, under some circumstances, you will not need to follow any of the links; other times you may need to be selective.

5. **Remember that, as with print materials, reading is not learning.** Choose appropriate during- and after-reading strategies, such as paraphrasing, highlighting and annotating (if the technology supports it), outlining, summarizing, and mapping.
6. **Make a deliberate effort to concentrate on basic comprehension.** Use the same strategies you use for print materials—preview, read for meaning, and review after reading. Research substantiates that stronger basic comprehension occurs when reading print materials than when reading digital materials, so additional focus and effort may be required. You may need to stop, every so often, to mentally review and test your recall of what you have read, make notes, or jot down questions.
7. **Think critically.** It is easy to glide through digital content without analyzing and evaluating the ideas presented. Be sure to make an extra effort to subject digital content to close and careful scrutiny and analysis.

EXERCISE 1-11 . . . READING DIGITAL TEXT

Conduct an Internet search for an article on digital reading. First, skim the article to get a general idea of the content of the article. Next, read the article, making a deliberate effort to comprehend the meaning of the text. Using either annotation (through the comment feature in Word) or highlighting, indicate the main ideas of the article. After you have thoroughly read and marked the article, write a paragraph summary that highlights the main ideas.

POST-READING STRATEGIES

1i PARAPHRASING

LEARNING OBJECTIVE 9
Paraphrase ideas accurately, using your words

A **paraphrase** is a restatement of a reading selection's ideas in *your own words* that retains the author's meaning. We use paraphrasing frequently in everyday speech. For example, when you relay a message from one person to another, you convey the meaning but generally do not use the person's exact wording. A paraphrase can be used to make a reading selection more understandable. For example, you might paraphrase the steps in solving a math problem or the process by which a blood transfusion is administered. If you can express the author's ideas in your own words, you can be certain you understand them. If you find yourself at a loss for words—except for those of the author—you will know your understanding is incomplete.

Paraphrasing is also a helpful strategy when working with material that is stylistically complex, poorly written, or overly formal, awkward, or biased. Figure 1-2 is a paraphrase of a paragraph from "Consequences of Social Class."

Tips for Effective Paraphrasing

1. **Read slowly and carefully.** Read the selection through in its entirety before writing anything. As you read, pay attention to exact meanings and relationships among ideas.
2. **Paraphrase sentence by sentence.** Read each sentence and express the key idea in your own words. Reread the original sentence, then look away and write your own sentence. Finally, reread the original and add anything you missed.
3. **Work with ideas.** Don't try to paraphrase word by word. You may combine several original sentences into a more concise paraphrase.
4. **Check a dictionary to locate more familiar meanings of difficult words.**
5. **Do not plagiarize;** your paraphrase should use your own words as much as possible, and you should include source information or an in-text citation (see Chapter 8) to avoid plagiarism.

FIGURE 1-2 A SAMPLE PARAPHRASE

PARAGRAPH	PARAPHRASE
Keenly aware that private schools can be a key to upward social mobility, some upper-middle-class parents make every effort to get their children into the prestigious preschools that feed into these exclusive prep schools. Although some preschools cost $23,000 a year, they have a waiting list (Rohwedder 2007). Not able to afford this kind of tuition, some parents hire tutors to train their 4-year-olds in test-taking skills, so they can get into public kindergartens for gifted students. They even hire experts to teach these preschoolers to look adults in the eye while they are being interviewed for these limited positions (Banjo 2010). You can see how such parental involvement and resources make it more likely that children from the more privileged classes go to college—and graduate.	Upper-middle-class parents seek to move up the social ladder by enrolling their children in high-status preschools. These preschools have a waiting list, in spite of their $23,000 annual tuition (Rohwedder 2007). Some parents who can't afford that tuition pay a tutor to teach their preschoolers how to test well enough to qualify for gifted programs in public kindergartens. Experts are also hired to train preschoolers to make eye contact with adults while interviewing for these schools (Banjo 2010). Upper-middle-class children are more likely to attend college and graduate because of the involvement and resources of their parents.

EXERCISE 1-12 . . . PARAPHRASING

Read the paragraph about family trends and the paraphrases that follow. Then answer the questions about the paraphrases.

Issue: Family Trends

Today, the dominant family form in the United States is the child-free family, where a couple resides together and there are no children present in the household. With the

aging of the baby boomer cohort, this family type is expected to increase over time. If current trends continue, nearly three out of four U.S. households will be childless in another decade or so.

—Thompson and Hickey, *Society in Focus*, p. 383

Paraphrase 1

A child-free family is one where two adults live together and have no children. It is the dominant family form (Thompson and Hickey 383).

Paraphrase 2

The child-free family is dominant in the United States. Baby boomers are having fewer children. Three out of four homes do not have children in them (Thompson and Hickey 383).

Paraphrase 3

The child-free family is dominant in the United States. As baby boomers get older, there will be even more of these families. If this trend continues, three-quarters of all U.S. homes will be childless ten years from now (Thompson and Hickey 383).

1. Which is the best paraphrase of the paragraph? 3

2. Why are the other paraphrases not as good?

Paraphrase 1 does not contain enough information. Paraphrase 2 is inaccurate; it states the projected statistic as a fact.

1j OUTLINING

LEARNING OBJECTIVE 10
Outline text to organize and connect information

Outlining is a writing strategy that can assist you in organizing information and pulling ideas together. It is also an effective way to pull together information from two or more sources—your textbook and class lectures, for example. Finally, outlining is a way to assess your comprehension and strengthen your recall. Use the following tips to write an effective outline.

Tips for Writing an Effective Outline

1. **Read an entire section and then jot down notes.** Do not try to outline while you are reading the material for the first time.
2. **As you read, be alert for organizational patterns** (see Chapter 7). These patterns will help you organize your notes.
3. **Record all the most important ideas in the briefest possible form.**
4. **Think of your outline as a list of the selection's main ideas and supporting details.** Organize your outline to show how the ideas are related or to reflect the organization of the selection.

5. **Write in your own words; do not copy sentences or parts of sentences from the selection.** When outlining to organize and learn information you have read, use words and short phrases to summarize ideas. Do not write in complete sentences.
6. **Keep entries parallel.** Each entry in your outline should use the same grammatical form. Express all of your ideas in words or all of them in phrases.
7. **Use an indentation system to separate main ideas and details.** As a general rule, the more important the idea, the closer it is placed to the left margin. Ideas of lesser importance are indented and appear closer to the center of the page. Your outline should follow the format pictured here, based on a portion (the first seven paragraphs) of the textbook excerpt "Consequences of Social Class" on page 8.

Topic	I. Consequences of Social Class
Main Idea	A. Physical Health
Supporting detail	1. Higher social class = better health; lower social class = worse health
Supporting detail	2. Three main reasons
Fact	a. access to medical care
Fact	b. lifestyle: diet, drugs, alcohol, exercise, sexual practices
Fact	c. persistent stresses faced by poor (not faced by rich)
Main Idea	B. Mental Health
Supporting detail	1. Higher social class = better mental health; lower social class = worse mental health
Fact	a. poor: more stress, less job security, lower wages, more likely to divorce, be victims of crime
Fact	b. higher social class: lower stress, better coping skills, afford vacations and doctors

EXERCISE 1-13 . . . OUTLINING

Read the following passage and use the headings listed to write an outline of the passage.

Issue: Business Issues and Practices

Behavior segmentation focuses on whether people buy and use a product, as well as how often and how much they use or consume. Consumers can be categorized in terms of **usage rates**: heavy, medium, light, or nonusers. Consumers can also be segmented according to **user status**: potential users, nonusers, ex-users, regulars, first-timers, or users of competitors' products. Marketers sometimes refer to the **80/20 rule** when assessing usage rates. This rule (also known as the *law of disproportionality* or *Pareto's Law*)

suggests that 80 percent of a company's revenues or profits are accounted for by 20 percent of a firm's products or customers. Nine country markets generate about 80 percent of McDonald's revenues. This situation presents McDonald's executives with strategy alternatives: Should the company pursue growth in the handful of countries where it is already well known and popular? Or, should it focus on expansion and growth opportunities in the scores of countries that, as yet, contribute little to revenues and profits?

— Keegan and Green, *Global Marketing*, pp. 202, 204

Behavior Segmentation

A. Usage rates : how much or how often people use or consume the product

1. heavy
2. medium
3. light
4. non users

B. User status: whether people buy and use a product

1. potential users
2. nonusers
3. ex-users
4. regulars
5. first-timers
6. users of competitive products

C. 80/20 rule

1. also known as rule of disproportionality or Pareto's Law
2. 20% of customers or products account for 80% of revenue or profit
3. McDonald's strategy
   a. 9 countries generate 80% of revenue
   b. option 1: pursue growth where the company is already well known and popular
   c. option 2: pursue growth where the company currently has low levels of sales and profit

1k USING MAPS TO SHOW RELATIONSHIPS

LEARNING OBJECTIVE 11
Draw conceptual maps to show relationships among ideas

Maps allow you to organize text material visually. **Mapping** involves drawing a diagram to describe how a topic and its related ideas are connected and is a visual means of organizing, consolidating, and learning information. This section discusses four types of maps: *conceptual maps, process diagrams, time lines,* and *part and function diagrams*.

Conceptual Maps

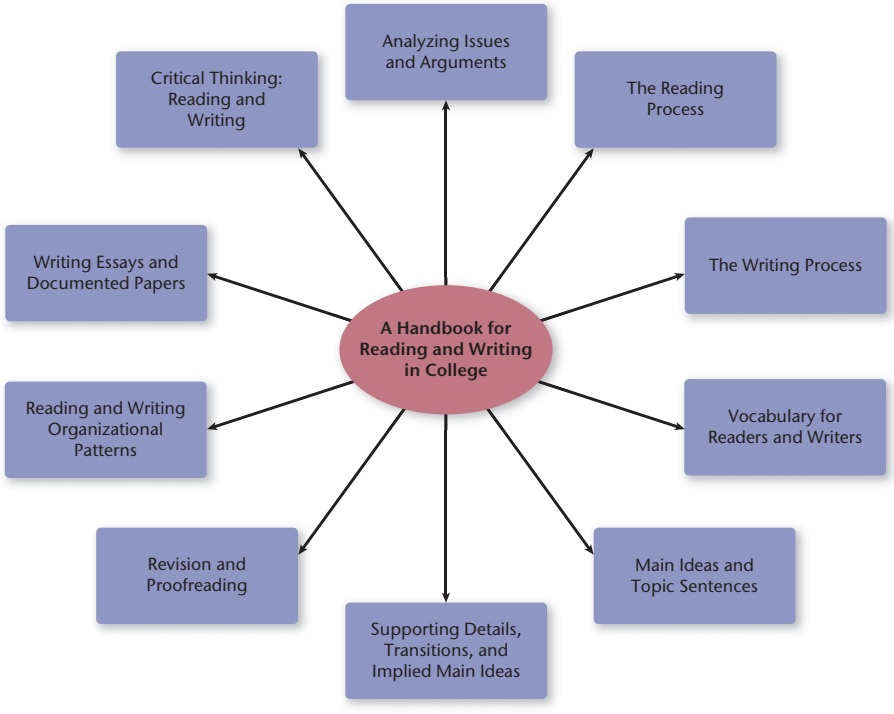
A **conceptual map** is a diagram that presents ideas spatially rather than in list form. It is a "picture" of how ideas are related. Use the following steps to construct a conceptual map.

Steps for Constructing a Conceptual Map

1. Identify the topic and write it in the center of the page.
2. Identify ideas, aspects, parts, and definitions that are related to the topic. Draw each one on a line radiating from the topic.
3. As you discover details that further explain an idea already recorded, draw new lines branching from the idea and add the details to them.

A conceptual map of this handbook is shown in Figure 1-3. This figure shows only the major topics included in the handbook. Maps can be much more detailed and include more information than the one shown.

FIGURE 1–3 A CONCEPTUAL MAP OF THIS HANDBOOK



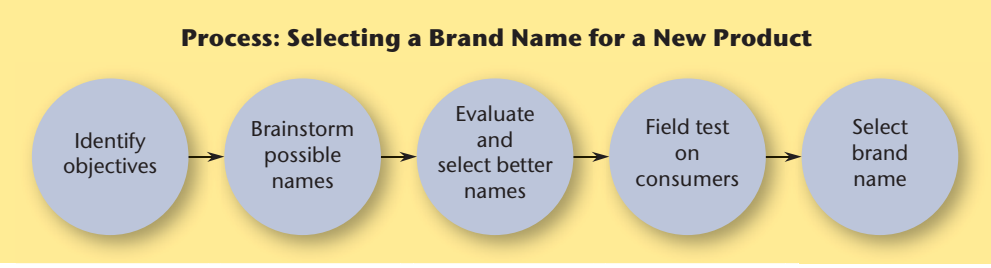
EXERCISE 1-14 . . . DRAWING A CONCEPTUAL MAP

Create a conceptual map of the professional reading "Consequences of Social Class" on pages 8–10.

Process Diagrams

In the technologies and the natural sciences, as well as in many other courses and careers, *processes* are an important part of the course content or job. **Process diagrams** visually describe the steps, variables, or parts of a process, making learning easier. For example, the diagram in Figure 1-4 visually describes the steps that businesses follow in selecting a brand name for a new product.

FIGURE 1-4 A PROCESS DIAGRAM: SELECTING A BRAND NAME FOR A PRODUCT



Time Lines

When you are reading a selection focused on sequence or chronological order, a **time line** is a helpful way to organize the information. Time lines are especially useful in history courses. To map a sequence of events, draw a single line and mark it off in year intervals, just as a ruler is marked off in inches. Then write events next to the correct year. The time line shown in Figure 1-5 shows an effective way to organize historical events.

FIGURE 1-5 A SAMPLE TIME LINE