

A Community of Readers

A Thematic Approach to Reading

Roberta Alexander | Jan Jarrell

A Community of Readers

A Thematic Approach to Reading



Eighth Edition

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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A Community of Readers: A Thematic Approach to Reading, Eighth Edition

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Ellis, “Drugs: The Truth”

Hales, “What the Doctor Ordered? Beyond Conventional Health Care”

Medina, “Looking into Your Brain”

National Institutes of Health, “Stressed Out?”

BUSINESS

Beekman and Beekman, “The Robot Revolution”

Firfiray, “Microchips Aren’t Just for Robots”

Jackson, “The National Eating Disorder”

COLLEGE SUCCESS

Downing, “Success in College: You Decide”

Downing, “Understanding Emotional Intelligence”

Ellis, “21st Century Survival Skills: Embrace the New and Think Critically”

Ellis, “Your Memory and Your Brain”

Hales, “A Personal Stress Survival Guide”

Kanar, “Building Skills for Confident Communication”

COMMUNICATION

Abdi, “I Swallowed My Voice”

Kanar, “Building Skills for Confident Communication”

Tannen, “Sex, Lies, and Conversation”

Twenge, “Worry Over Kids’ Smartphone Use Is More Justified Than Ever”

COMPUTERS AND TECHNOLOGY

Beekman and Beekman, “The Robot Revolution”

Firfiray, “Microchips Aren’t Just for Robots”

James, “Can You Hold, Please? Your Brain Is on the Line”

Twenge, “Worry Over Kids’ Smartphone Use is More Justified Than Ever”

CRIMINAL JUSTICE AND LAW

Bukatko and Daehler, “Drug-Abusing Mothers-to-Be: Are They Criminals?”
Firfiray, “Microchips Aren’t Just for Robots”
Gish, “The Falsely Accused on Death Row”
Kristof, “Imprisoned for Trying to Save His Son”
Martin et al., “Lizzie Borden, Murderer”
Medina, “Looking into Your Brain”
Rhodes, “Women Who Misbehave”

ECONOMICS

Ferrante, “Life and Death in an Indian City”
Firfiray, “Microchips Aren’t Just for Robots”
Jackson, “The National Eating Disorder”
May, “How Sweet It Isn’t”
Parker, “Planet or Plastic?”
Rao, “Waste Not”

EDUCATION

Downing, “Success in College: You Decide”
Downing, “Understanding Emotional Intelligence”
Eudy, “Signing for a Revolution: Gallaudet University and Deaf Culture”
Kantar, “Building Skills for Confident Communication”
Peifer, “Suburb High: School or . . .?”

ENVIRONMENTAL STUDIES

Ferrante, “Life and Death in an Indian City”
Flynn Mogensen, “Stop Building a Spaceship to Mars and Just Plant Some Damn Trees”
Parker, “Planet or Plastic?”
Peters, “Will You Become a Climate Refugee?”
Rao, “Waste Not”

ETHICS

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Boyer et al., “The Pill”
Bukatko and Daehler, “Drug-Abusing Mothers-to-Be: Are They Criminals?”
Eudy, “Signing for a Revolution: Gallaudet University and Deaf Culture”
Firfiray, “Microchips Aren’t Just for Robots”
Gish, “Falsely Accused on Death Row”
Kristof, “Imprisoned for Trying to Save His Son”

Readings by Discipline

Medina, “Looking into Your Brain”

Rhodes, “Women Who Misbehave”

ETHNIC STUDIES

Abdi, “I Swallowed My Voice”

Cisneros, “Sally”

Espada, “Rage”

Kotlowitz, “Colorblind: When Blacks and Whites Can See No Gray”

Reynolds, “Celebrations of Thanksgiving: A Marriage of Contrasting Traditions”

Staples, “Black Men and Public Space”

GENDER STUDIES

Abdi, “I Swallowed My Voice”

Boyer et al., “The Pill”

Bukatko and Daehler, “Drug-Abusing Mothers-to-Be: Are They Criminals?”

Cisneros, “Sally”

Espada, “Rage”

Rhodes, “Women Who Misbehave”

Staples, “Black Men and Public Space”

Tannen, “Sex, Lies, and Conversation”

Young, “Food for Thought”

HEALTH

Ellis, “Drugs: The Truth”

Boyer et al., “The Pill”

Downing, “Understanding Emotional Intelligence”

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Hales, “What the Doctor Ordered? Beyond Conventional Health Care”

Jackson, “The National Eating Disorder”

May, “How Sweet It Isn’t”

National Institutes of Health, “Stressed Out?”

Rao, “Waste Not”

Twenge, “Worry Over Kids’ Smartphone Use is More Justified Than Ever”

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Kotlowitz, “Colorblind: When Blacks and Whites Can See No Gray”

Martin et al., “Lizzie Borden, Murderer”

LINGUISTICS

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LITERATURE AND WRITING

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Espada, “Rage”

Rhodes, “Women Who Misbehave”

Staples, “Black Men and Public Space”

Young, “Food for Thought”

NUTRITION

Bernstein and Nash, “Eating: Why We Do It When We Do”

Jackson, “The National Eating Disorder”

May, “How Sweet It Isn’t”

Rao, “Waste Not”

Reynolds, “Celebrations of Thanksgiving: A Marriage of Contrasting Traditions”

Young, “Food for Thought”

POLITICAL SCIENCE

Bukatko and Daehler, “Drug-Abusing Mothers-To-Be: Are They Criminals?”

Gish, “Falsely Accused on Death Row”

Kristof, “Imprisoned for Trying to Save His Son”

PSYCHOLOGY

Downing, “Success in School: You Decide”

Downing, “Understanding Emotional Intelligence”

Hales, “What the Doctor Ordered? Beyond Conventional Health Care”

Jackson, “The National Eating Disorder”

James, “Can You Hold, Please? Your Brain Is on the Line”

Medina, “Looking into Your Brain”

Twenge, “Worry Over Kids’ Smartphone Use is More Justified Than Ever”

SOCIOLOGY

Abdi, “I Swallowed My Voice”

Espada, “Rage”

Eudy, “Gated Developments: Fortresses or Communities?”

Eudy, “Signing for a Revolution”

Readings by Discipline

Ferrante, “Life and Death in an Indian City”

Gish, “The Falsely Accused on Death Row”

Kotlowitz, “Colorblind: When Blacks and Whites Can See No Gray”

Staples, “Black Men and Public Space”

Twenge, “Worry Over Kids’ Smartphone Use is More Justified Than Ever”

URBAN STUDIES

Divine et al., “American Cities One Hundred Years Ago”

Eudy, “Gated Communities: Fortresses or Communities?”

Ferrante, “Life and Death in an Indian City”

Kotlowitz, “Colorblind: When Blacks and Whites Can See No Gray”

Peters, “Will You Become a Climate Refugee?”

To the Instructor

A Community of Readers, Eighth Edition, focuses on helping students become stronger, more active readers by combining diverse, relevant reading selections with skills instruction and offering ample opportunity for critical thinking, discussion, and collaborative work.

Organized around high-interest, motivational, and contemporary themes, *A Community of Readers* emphasizes student involvement in the entire reading process: prereading activities, active reading, post-reading activities, and critical reflection. Each chapter presents an essential reading skill and challenges students to master it through readings and exercises with a unifying theme. The first chapter focuses on the reading process and succeeding in college—joining a community of readers in a college setting. Each of the following chapters presents a reading skill, such as building vocabulary, identifying main ideas, understanding inferences, identifying facts and opinions, and evaluating arguments.

As students progress through each chapter, they learn, practice, and review all the reading skills they need to succeed in their college courses. Because each chapter of the text builds on a single theme, students have the time to develop schema and exchange knowledge on a particular concept or issue, including:

- Succeeding in college
- Living with technology
- Our food, our culture
- Staying well
- Our world, our environment
- Exploring gender
- Living in a diverse society
- Crime and punishment

The eighth edition of *A Community of Readers* maintains the emphasis of previous editions on student participation and self-motivated learning. Mastery tests and cumulative mastery tests allow students to test themselves on all the skills covered in the text. In addition, recognizing the importance of student engagement as well as instructor choice, Chapter 11 provides six additional readings and accompanying exercises.

The Instructor's Manual for *A Community of Readers* includes an array of whole class and small group activities, as well as teaching tips for each chapter and an answer key.

NEW TO THE EIGHTH EDITION

- **NEW! Readings.** Thirteen new readings are included in this edition. They are:
 - “Your Memory and Your Brain” by Dave Ellis
 - “21st Century Survival Skills: Embrace the New and Think Critically” by Dave Ellis
 - “Microchips Aren’t Just for Robots” by Shainaz Firfiray
 - “Worry Over Kids’ Smartphone Use Is More Justified Than Ever” by Jean Twenge
 - “How Sweet It Isn’t” by Janet May
 - “What the Doctor Ordered? Beyond Conventional Health Care” by Dianne Hales
 - “Will You Become a Climate Refugee?” by Adele Peters
 - “Planet or Plastic?” by Laura Parker
 - “Stop Building a Spaceship to Mars and Just Plant Some Damn Trees” by Jackie Flynn Mogensen
 - “I Swallowed My Voice” by Asma Abdi
 - “Imprisoned for Trying to Save His Son” by Nicholas Kristof
 - “Waste Not” by Abigail Rao
 - “Women Who Misbehave” by Lilith Rhodes

Plus, two classic readings from the sixth edition of *A Community of Readers* have been re-introduced in this eighth edition: “Sally” by Sandra Cisneros and “Black Men and Public Space” by Brent Staples. These new and classic readings build on the high-interest themes and relevant topics that are the hallmarks of this book.

- **NEW! Chapter Themes.** Chapters 1 and 5 have new themes designed to engage students. Chapter 1 focuses on “Succeeding in College” and Chapter 5 explores “Our World, Our Environment.”
- **NEW! Visual Aids.** Additional and updated visual aids have been integrated throughout the book. These visual aids give students practice with “reading” graphic information and offer questions that provoke analysis and critical thinking.
- **NEW! Emphasis on Critical Thinking.** The new edition includes critical thinking exercises for every reading and mastery test.
- **NEW! Additional Mastery Tests and Readings.** In addition to the two readings and a mastery test in each of the first eight chapters, the eighth edition includes three new chapters: Chapter 9, Additional Chapter Mastery Tests; Chapter 10, Cumulative Mastery Tests; and Chapter 11, Additional Readings for further exploration of the theme and skills.

- **NEW! Digital Resources.** An e-book version with MindTap provides students with additional exercises, annotation capability, an online dictionary, short instructional videos, and much more.
- **UPDATED! Book design.** The eighth edition of *A Community of Readers* has been redesigned to be more inviting and lively. The content has been streamlined to focus on key concepts, comprehension and skills checks, and critical thinking.
- **UPDATED! Comprehensive Instructor's Manual.** The Instructor's Manual has been updated with pedagogical strategies, collaborative learning suggestions, teaching tips, and an answer key. In addition, handouts and information on Reading Circles, Poster Sessions, and Reading Response Journals have also been included.

HALLMARK FEATURES

The eighth edition of *A Community of Readers* continues to offer a number of innovative features to enhance students' learning experience:

- **Thematic organization.** Because each chapter focuses on one theme, students can work with the ideas long enough to begin to understand and use complex material. Chapter openers engage students with an illustration, thought-provoking quotations, and discussion questions. Chapters conclude with a Chapter Review, which highlights the key skills and concepts.
- **Pedagogy and exercises.** In addition to a theme, each chapter focuses on specific reading skills.
- **Focus on the reading process.** The essential steps to reading—pre-reading activities, active reading, post-reading tasks, and critical thinking—are integrated throughout the book.
- **Focus on collaborative work.** Think Critically exercises throughout the text encourage students to collaborate with their peers. The Instructor's Manual provides suggestions for additional collaborative activities.
- **Topics that are current and relevant to students.** The reading selections in the text come from academic, public, and professional sources and reflect contemporary concerns of American society.
- **Integration of reading, vocabulary, and learning strategies.** Chapter 2 focuses on vocabulary skills, and those skills are reinforced throughout the text. Learning strategies (including mapping, outlining, and summarizing) are introduced in Chapter 4, with ample practice material presented throughout the text.
- **Preparation for first-year composition.** Because the theme-based approach corresponds closely to the organization of a wide range of first-year composition texts, students become better prepared for the material in their composition classes.

- **Original and meaningful web-based activities.** Each chapter includes a “Work the Web” activity. These activities direct students to do interesting and relevant research on the web related to the chapter theme and skills.

Also available in this series is *Joining a Community of Readers*, which includes these same features but is intended for students in a beginning reading course. For more information about *Joining a Community of Readers*, visit <http://www.cengage.com>.

MINDTAP FOR A COMMUNITY OF READERS

MindTap for *A Community of Readers* is the digital learning solution that gives you complete control of your course—to provide engaging content, challenge every individual, and build students’ confidence. It gives you complete ownership of your content and your students’ learning experience. You can add your own comments to the e-book and your own materials to the learning path, and you can move, rename, and delete content to ensure that your course is exactly how you want it. Visual analytics track your students’ progress and engagement.

This MindTap includes the following features:

- A **diagnostic pretest exam** identifies areas of development for students; a **post-test** shows them how they’ve improved.
- **All chapter and post-reading exercises** are represented in digital form, most as auto-graded activities.
- **Aplia homework** for every chapter provides auto-graded exercises that give students immediate, detailed feedback for their answers.
- **Interactive graphic organizers** help students collect and organize details from readings.
- **Video quizzes** offer additional practice on topics such as evaluating arguments, reading to write, and reading and time management.
- A **Resources for Teaching folder** provides support materials to help you plan and teach your course.

INSTRUCTOR’S COMPANION WEBSITE

The **Instructor’s Manual** to support *A Community of Readers* is available in MindTap and on Cengage’s password-protected website (www.cengage.com/login). The Instructor’s Manual offers suggestions for teaching each chapter, sample syllabi, answer keys, and mastery test answer keys, as well as whole class and small group activities. In addition, **PowerPoint presentations** correspond to the key skills taught in each chapter.

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To the Student

WELCOME TO A COMMUNITY OF READERS

You probably bought this book because you are enrolled in a course to strengthen your reading skills and strategies to be ready for the demands of college reading. Through this course of study, along with your personal effort and commitment, you will learn to become an effective, thoughtful reader. You will improve your ability to read and think critically and to formulate your own opinions about what you read. You need these skills not only to pass this course but also to succeed in college and, even more important, to succeed in the workplace of the twenty-first century.

WHY IS READING SO IMPORTANT?

Read any news source today or talk to any employer or human resources manager, and you will realize that the demands of today's society—not only of college study—require that you be a literate person and that you be able to learn new skills, new jobs, or new professions. During your lifetime, you will probably face the reality of changing jobs or professions four, five, or more times. Even if you are one of the few who stays in one position for many years or who is successful at creating your own business, you will constantly face the need to upgrade your skills and learn ever-changing technology. Professionals of all kinds must stay current in their fields. This is true of office professionals, medical professionals, teachers, engineers, auto mechanics, managers, computer programmers, industrial workers, and in every workplace.

The ability to learn and grow never becomes outdated and will serve you for the rest of your life. This textbook addresses the basics that will help you become a strong reader and student, acquire skills necessary to be successful in your general education classes, prepare for the challenges of lifelong learning for the workplace, and develop into an effective, fulfilled adult and citizen of the twenty-first century.

The skills and strategies you need to become a proficient reader and successful student are the same skills you will need in the workplace. A Department of Labor survey concluded that students should learn these workplace basics:

1. **Learning to learn.** *A Community of Readers* shows you how to become active in your own reading and learning processes (Chapter 1). You will learn how you can study effectively, improve your memory skills, and develop critical thinking skills.
2. **Oral communication, teamwork, and interpersonal skills.** As a college reader, you will learn that the act of reading is reinforced and made more meaningful when you listen to other people's ideas about a subject and when you verbally express your own ideas to your peers.

3. **Competence in reading.** As you work through this course, your reading competence will constantly improve. You will learn, review, and practice all the basic skills necessary to be a strong reader.
4. **Adaptability based on creative thinking and problem solving.** As a member of your classroom and a community of readers, you will be involved in bringing what you already know and what you learn through reading and discussion to a variety of issues, and you will practice thinking critically and creatively to solve problems.

If you are ready to tackle the material of this course, you are taking a big step toward a successful college career.

Put a check in the boxes of the following key questions for which you can answer “yes”:

- ☐ Is mastering college reading skills a priority for you at this time?
- ☐ Are you willing to make the effort to be actively involved in your own learning?
- ☐ Have you decided that you can and will succeed, one small step at a time?
- ☐ Do you have the time to commit to being a student? Remember that as a student, you have a job. The payoff may seem to come with passing grades and a degree. Most importantly, however, developing your reading and learning skills will benefit your personal and professional growth for the rest of your life.
- ☐ Are you willing to share ideas and to work together with other students to reach your goals?
- ☐ Are you willing to learn new reading strategies, not just to pass this class but to use whenever you must learn something new?
- ☐ Are you willing to open your mind to new ideas and ways of thinking?
- ☐ Are you willing to reflect on ideas and arguments, and to draw conclusions and form opinions for yourself and with others?

Did you answer “yes” to all or most of the questions? If so, this book will help you reach your goals by assisting you to become a lifelong reader and learner. Welcome to *A Community of Readers*!

Acknowledgments

We would like to dedicate this book to the many hundreds of students we have taught and learned from over the years, and to our families--Carol, Luke, Sasha, and Paul, Elena, Marley, Seth, Raquel, Abdulla, Hassan, and to the littlest ones, Malik and Emilia.

Finally, we are grateful for all the hard work of our entire Cengage team, Nancy Tran, who recognized the potential of this project, and especially Rachel Kerns who has been with us at every step of the way.

The Reading Process

SUCCESS IN COLLEGE

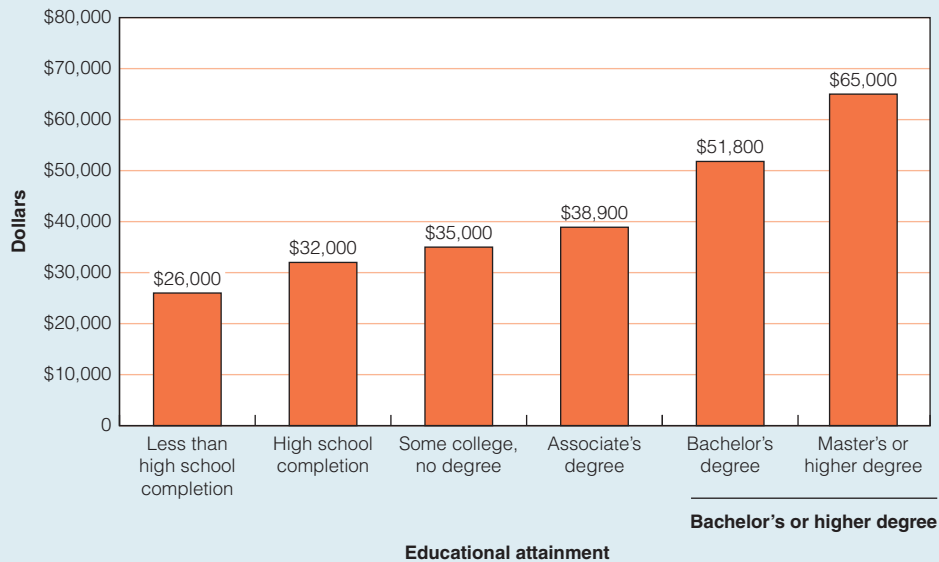


Figure 1.1 Median Annual Earnings of Full-Time, Year-Round Workers Ages 25–32, by Educational Attainment: 2017

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2018. See *Digest of Education Statistics 2018*, table 502.30.

***An investment in knowledge always pays the best interest.
—Benjamin Franklin***

1. What is the important information provided in this bar graph?
2. How do the median annual earnings of someone with a high school degree compare to that of someone with a master's degree or higher?
3. As a college student, what is your reaction to the bar graph and how might this information influence you?
4. What does the Benjamin Franklin quotation mean here? Do you think it is only about college and interest?

Prepare to Learn

Congratulations! In your hands (or on your screen) you are beginning Chapter 1 of a book that will help guarantee your success as a student. You will continually develop strategies, habits and techniques for learning and becoming a part of a college community—on campus or digitally. Becoming an effective, thoughtful reader and strengthening your ability to focus, study effectively, think critically, and formulate your own opinions are skills to succeed: in college, and even more importantly, in the workplace of the twenty-first century.

In this chapter, you will read about becoming a successful student and learn to:

- Understand the PRO reading process for your college reading needs
- Apply the skills of Preparing to read, Reading actively and thinking critically, and Organizing and using what you have read
- Utilize special features of textbooks and e-books
- Analyze information in bar graphs
- Interpret information in line graphs

In the process of acquiring these skills, you will learn how to become a successful learner: to take responsibility for your success, to utilize effective memory techniques and strategies, and to think critically.

1.1

THE READING PROCESS: PRO

PRO reading system

a process to follow for developing effective reading habits

The **PRO reading system** is a strategy for applying effective reading habits. Reading is a *process*; that means reading is a series of small steps. We've divided the process into three basic steps. All good readers follow these steps, even though they may do so automatically. Depending on your purpose for reading and the type of material you are reading, you will vary your strategies for the three basic steps. You may find that you use some steps more than once in completing a reading task. Eventually, the reading process and the basic steps involved will become automatic: you won't even have to think about them most of the time. Until you form these good habits, however, you will need to be conscious of your reading strategies and apply them deliberately as you read and study.

The PRO reading system makes it easy for you to understand and remember the steps of the reading process so that you can approach your reading assignments more confidently and complete them more successfully. Each letter stands for an activity in the system.

P = **Preparing to read**

R = **Reading actively and thinking critically**

O = **Organizing and using what you have read**

When you've mastered this system, you will be a reading pro!

Preparing to Read**prepare to read**

determine a purpose, preview, recognize previous knowledge, and predict what you will learn

The first step is preparing to read. Master readers **prepare to read**. They don't take a lot of time to prepare, but they are in the habit of completing certain activities as they begin the process of reading. Taking the time to get yourself ready to read is essential to understanding what you read. By preparing yourself to read, you can figure out what information will be coming and get ready to receive it. You can also develop curiosity about a subject, so that you will already be thinking as you begin to read. Have you ever read something and then not known what you had just read? One possible reason for this lack of focus is failure to prepare.

The first step in the PRO reading system, **P**, actually includes four **Ps**, all of which are easy to understand and do. You may already include some of these in your reading approach. Preparing to read includes:

- Determining a purpose for your reading
- Previewing what you are about to read and posing questions
- Recognizing previous knowledge (what you already know about this topic)
- Predicting what you will learn from the reading

purpose

your reading goals

Determining Your Purpose Your **purpose** influences how carefully you will read, how much time you will need, and what reading strategies you will use. For example, you read the sports section of your daily newspaper very differently from the way you read a portion of your anatomy textbook, especially if you are preparing to take the state nursing exam. Your purpose in reading the sports page may be to find out the score in a particular game. You can scan the page quickly to find this information. If you are reading about anatomy, you have to read more slowly and methodically to understand, and you want to use strategies to help you remember the material.

As a college student, you have an obvious purpose. For instance, your purpose may be to learn as much as you possibly can about Native American poetry, about computer programming, or about the mechanics of laser graphics. At the same time, your purpose may be to master enough to do well on your exams. For example, in a reading class, you may need to demonstrate how well you master new vocabulary. Whatever your immediate purpose, remember that the pleasure of learning may also influence how you read.

previewing
briefly looking
over a section to
find key points

Previewing Briefly look over the reading material to find its key points. In other words, look at what you're going to read before you read it. Get an overview of the material, and notice how interesting it is, as well as how much time it will take for you to comprehend the assignment. Once you have done this, you can predict what topics the reading will cover and choose the most effective reading strategies for that particular piece, as well as determine the purpose of your reading. It is also a good idea to pose questions that will likely be answered in the reading.

Skimming through the introduction, read titles and headings, first sentences under the headings or the first sentence of each paragraph, italicized and boldfaced words, and the conclusion. Be sure to briefly study pictures, picture captions, charts, graphs, and any other unusual visual aids meant to “catch your eye.” Keep in mind how this section fits with the information before and after it. As you preview, ask yourself questions that may be answered by the reading.

**previous
knowledge**
what you already
know about a
topic from prior
reading and
experience

Using Previous Knowledge Consider what you already know about the topic from prior reading and experience. As you preview a section, you will probably recognize information about which you have some **previous knowledge**. This knowledge may come from your studies or your life experiences. If you already know a great deal about the subject of a reading, prepare to add any new information you find in this reading to your storehouse. Your brain has an extraordinary filing system that is more sophisticated than those of the most advanced computers. Sometimes you know as much as, or even more than, some authors about a given subject. In that case, prepare to compare your information and interpretation with theirs; you may even want to argue some points with them. At other times, you may know little about a topic. In that case, you can still relate the information to similar facts you already know. For example, when you read an article about health problems among preschool children in Rwanda, you may know nothing specific about Rwanda and its problems, but you probably do know—from your own experience, reading, and watching various media—something about young children and about health problems. Because you actually have some background knowledge, you can relate the new information to what you already know.

Make thinking about your previously acquired knowledge part of preparing to read. You'll soon find you do it almost automatically, and your confidence in approaching new material will certainly increase. Also, it's easier to remember the new knowledge when you recognize its relationship to what you already know.

predicting
considering
what you expect
to learn from a
reading

Predicting What You Will Learn **Predicting** what you think you will learn in the reading is the last step in preparing to read. Based on your preview of the reading and previous knowledge of the subject, you will have a good idea of what new information you will acquire.

The preview gave you the framework or outline of the content. Now consider what you expect to learn from the reading. Raise some questions that you think will be answered in the selection you are preparing to read. Asking questions based on your preview will prepare you to read actively, to be engaged with the material as you go through it. Actively seeking the answers to your questions will keep you alert and attentive, and will help you understand what you are reading.

One simple way to create questions is to use the topics and concepts you noticed in your preview. For example, a section from a physical science textbook might have the following title and headings:

Atomic Structure

The Electron

The Atomic Nucleus

Protons and Neutrons

The title and headings give you clues to the content, and each subheading is about the makeup of an atom. In predicting what you will learn, you might come up with these preview questions first: **What is an electron? What is an atomic nucleus? What is a proton? What is a neutron?**

The text includes a diagram of an atom. So your second question might combine the headings and the diagram: **What role does each part have in the functioning of the atom?**

Besides these questions, different questions might arise from your previous knowledge and reading. You might ask a question like the following: **What does the structure of an atom have to do with the creation of the atomic bomb?**

Thoughtful questions like this may not be answered in the text, but they can prepare you for the class lecture and discussion. Looking beyond the literal content to its implications can prepare you for **critical thinking**. In general, ask questions specifically related to the information in the textbook or other reading. To help you ask questions, look at features in your text such as:

critical thinking
the ability to
make an informed
opinion about
what you read

- Objectives
- Headings
- First sentences of each paragraph
- First and last paragraphs (if you are reading something long)
- Illustrations, charts and graphs
- Chapter reviews in the back of the chapter

Other good ways to predict what you are expected to learn from reading are:

- Questions your professors raise or points they emphasize in class
- Study guides your professors may give you

Exercise 1.1

Preparing to Read

Based on what you have just read about the PRO reading system, choose true (T) or false (F) for each statement.

- | | | |
|---|---|---|
| T | F | 1. The PRO reading system includes preparing to read, reading actively, thinking critically, and organizing and using what you have read. |
| T | F | 2. Preparing to read includes four steps: determining your purpose, previewing what you are about to read, recognizing what you already know about the topic, and predicting what you will learn. |
| T | F | 3. Looking at visual aids in a reading is not useful for understanding it and is a waste of time. |
| T | F | 4. Preparing to read should, in most cases, take only a minute or two. |

Reading Actively and Thinking Critically

Successful readers are actively involved in the process of reading. They interact with the text and think about what they are reading. These activities are part of the next step in the PRO system.

Reading Actively The second major step in the **PRO** reading system is **R**, which stands for reading. Probably the most important advice we can give you about reading is that you must be an active reader. To remind you of this, we'll usually refer to reading in this text as **active reading**. Active reading is involved reading. What are you involved in doing? You are searching for the meaning of the author's words.

active reading
an involved,
focused search
for meaning while
reading

Reading is an act of **communication**. It allows you to share the thoughts and feelings of people you've never met, even people who lived hundreds or thousands of years ago or in a country you've never visited. Reading the printed word—in a book or magazine or on the computer—is a remarkably efficient way to communicate ideas across time and distance. Remember that there is a real human being on the other end—the writer—who is trying to share facts, ideas, and feelings with you. You are trying to decode his or her words and discover their meaning. When you understand the writer's message, the communication is complete.

communication
the art of sharing
thoughts and
feelings between
people

So what do you need to do to be an active reader? First, you must become *involved* in what you are reading. Preparing to read, as you have learned in this chapter, will make that easier. In fact, careful preparation for reading may make active reading almost automatic. Once you have a purpose, previewing provides a framework for what you are about to read. Thinking about your previous knowledge of the subject helps you make connections between new and old information. Predicting helps you anticipate what you will learn as you read.

Second, you must be *interested* in what you are reading. It is not always easy to be interested in a topic, particularly if you know nothing about it. Allow yourself to be curious, to be open-minded about all kinds of information and all viewpoints. Also, keep your reading purpose in mind. Pleasure may sometimes have to take second place to necessity. What initially appears to be an uninspiring book may be required reading for the career you are pursuing.

Third, you must be *alert and attentive* while reading. Choose a time and a place that allow you to concentrate. Most people try to establish a special setting where the habit of focusing becomes natural and is not a constant struggle. Your brain must have a chance to work uninterrupted for you to interpret the meaning of what you are reading. If you're too tired or distracted, it is difficult to concentrate on reading. You may have to motivate yourself to stay attentive. Set yourself a goal of reading attentively for increasing periods of time, and then take a break to reflect on what you have read. Then, after 50 minutes, reward yourself by doing something different for 10 or 15 minutes (for example, shooting hoops, calling a friend, or exercising). With a positive outlook, you can stay interested enough to profit from even the duller books.

Lastly, **monitor comprehension**, or check your level of involvement with the text periodically. Does your attention wander? How soon or how often does your attention wander? Can you determine why your attention wanders? Ask yourself, "Am I understanding what I'm reading?" Test yourself at intervals by asking, "What have I just read?" and "What seems to be important?" Or stop and try to answer the predicting questions you asked while you were preparing to read. Some people mark their texts—by underlining, highlighting, numbering, or check marking—to help their

monitor comprehension
regular checks
for involvement
in, and
understanding of,
what you read

understanding. It's usually best to mark a section of a text during a second reading, when you are organizing to learn. Otherwise, you may mark too much. You'll practice techniques for marking texts in Chapter 4.

Thinking Critically As a critical thinker, pay attention to the concepts, ideas, interpretations, and emotions you've read about, making connections to what you have read or experienced, and asking questions based on those reflections. At times, we may become so involved in a reading that we stop to think about what we've just discovered. Reading is a *discovery process*. Certainly, one of the greatest pleasures in reading comes from these discoveries. We are constantly learning new information about our world and gaining insight and understanding about ourselves and other people through our reading. It's not surprising that these insights make us stop and think. Every author hopes that will happen when we read his or her work. If a reading provides a lot of discovery stops for you, remember to allow yourself enough time to complete the work—and then enjoy your reading!

Thinking critically about what you read happens naturally, but it's often necessary to consciously plan to reflect on what you've been reading. You need to think not only about what you're learning now but also about how these ideas *connect* or relate to what you already know. People understand and learn new information best by connecting it with what they already know. Placing new knowledge in the context of what you already know requires time and thoughtful analysis.

There are a number of ways to actively organize your reflections. You might first ask yourself, "How does this information fit with what I've already learned and experienced?" If the information is new, you might simply insert it in the appropriate category in your "idea files." For example, if you recently learned the location of Dubuque, Iowa, you can place that information in your category of current information on U.S. geography. When you reflect on the new information, you will also have to decide how it connects with your previous knowledge. Reflecting on the relationships between old and new knowledge helps you to develop greater depth as a thinker. As you move forward in your college and work careers, reflection is an invaluable tool for dealing with increasingly complex ideas, concepts, and problems.

Critical thinking requires you to do more than collect large masses of data on a topic. It challenges you to combine what you learn in meaningful ways, to weigh facts against opinions, and to evaluate the significance and usefulness of ideas and solutions to problems. Ultimately, it is the ability to make an informed opinion about what you read. The following chapters provide plenty of opportunities to develop and practice your critical reading and thinking skills.

Exercise 1.2

Reading Actively and Thinking Critically

Based on what you have read about the PRO reading system, choose true (T) or false (F) for each statement.

- | | | |
|---|---|--|
| T | F | 1. Active readers are involved with and attentive to the reading. |
| T | F | 2. Active readers periodically check their comprehension. |
| T | F | 3. Thinking critically is a skill that you apply only after you have finished a reading. |

- T F 4. Active readers can easily be distracted and not understand what they are reading.
- T F 5. Critical thinking requires that you combine what you learn in meaningful ways, considering what is fact and what is opinion, making connections to what you already know, and evaluating the significance of what you are reading.

Organizing and Using What You Have Read

organizing and using what you have read

selecting, using, reciting, and examining yourself on what you have learned from your reading so you will retain it for tests and assignments in the future

Once you have successfully completed the **P** and **R** steps of the **PRO** system, you will be ready for **O**, **organizing and using what you have read**. You will have already prepared to read, read actively, and thought critically about what you read. Actually, you will probably have done some organizing of your new knowledge already. By selecting, using, reciting, and examining yourself on what you have learned from your reading, you will retain it for tests and assignments in the future. All the steps in the reading process are interrelated and sometimes overlap, so it is a pleasant surprise when you arrive at the next step to find that you may have already done some of the work.

The purpose of organizing what you've read is to be sure that you can use your new information for exams and future assignments. The following steps, which spell the word *SURE*, will provide many ways to organize your material. Once you've practiced the different methods, you can decide which ones work best for you.

S: Selecting the Facts and Concepts You Need to Know You must first understand what you've read in order to *select* the important points to study. You must also be flexible as you select facts and concepts to match the learning objectives of different fields of study—such as biology, math, and sociology—and to the different teaching approaches of individual instructors. This text provides you with reading experience in many subject areas. The following skills will help you select the facts and concepts you need to know. Each of these skills is explained in greater detail in later chapters, and you will practice each of them, some of them many times.

- Identifying the topic, main ideas, and important supporting points
- Identifying patterns of organization and relationships among ideas
- Recognizing the author's purpose
- Understanding inferences
- Evaluating fact versus opinion

U: Using the Material You've Selected To understand the new ideas you're learning, you must use the material in some way. Good readers know that it's easy to be overconfident. It's tempting to stop after you've read something and feel you understand it, but really mastering new information requires that you do something with it. You might use any of the following activities. You'll have plenty of chances in this book to practice these methods with readings from different content areas.

- Underlining and annotating texts
- Answering questions (your preview questions, questions you write in the margins as you actively read, instructor questions, questions at the end of each chapter, and others)

- Completing charts, graphs, and timelines
- Concept mapping
- Outlining
- Summarizing
- Discussing (in your classroom, in a study group, with a tutor, or with a friend)

R: Reciting the Information Once you have selected what you need to know and you've organized the information in a manageable format, you need to *recite*. Reciting is self-testing. To help you, each chapter in this text ends with a Put It Together chart. When you complete the chapter and then review the chart, ask yourself the following questions:

- Do I really know the material? Have I memorized the essential concepts, definitions, and facts?
- Do I understand the important relationships and interpretations?
- Could I explain the information to someone else?
- Could I apply what I've learned in similar situations?
- Can I analyze, synthesize, and evaluate what I've learned?
- Can I use this knowledge to propose solutions to problems?

E: Examining Your Learning Periodically This is where the real work of being a student happens. You must recite, or self-test, periodically to remember what you need to know for exams and/or your future career. You need to *examine* yourself at regular intervals to reinforce what you have learned. A nursing student, for example, needs to know the names of muscles and bones in the body to pass exams—and to practice nursing in the years to come. Examining yourself helps you memorize the material and usually helps you keep it in your long-term memory and not just pass exams. To help you examine how well you've learned the skills and concepts in this textbook, there are multiple mastery tests. One mastery test is at the end of each chapter and a second mastery test for each chapter is located in Chapter 9. Cumulative Mastery Tests are in Chapter 10. There are additional readings in Chapter 11 as well for extra practice.

Educational psychologists know that regular reviews are the key to long-term retention of what we have learned. Most forgetting occurs immediately. That is, what you read today and what you learn in class lectures today will be almost totally forgotten within 24 hours, unless you review it. When you learn new information, try reviewing it on a schedule like this:

- Immediately
- Within 24 hours
- In two or three days
- In a week
- In two or three weeks

After the first review, you can spread your reviews further and further apart and still remember what you need to know. Keep in mind that probably the most enjoyable and effective way to review is in study groups. Study groups can be your key to success as a student.

Exercise 1.3

Organize and Use

Based on what you have read about the PRO reading system, choose true (T) or false (F) for each statement.

- | | |
|---------|--|
| T F | 1. The Organize and Use portion of the PRO reading process explains techniques you can use to help you select and memorize information that you need to know for your classes. |
| T F | 2. To be effective in this stage, you must form a study group immediately. |
| T F | 3. The first step in this stage of the PRO process is to select the important points you must study. |
| T F | 4. Regular, periodic reviews of information you need to learn is an effective way to memorize material. |
| T F | 5. You should highlight most of the sentences in the reading so that you can go back and study. |

Reading 1

Success in College: You Decide* — SKIP DOWNING



Skip Downing is the author of a popular student success textbook, *On Course: Strategies for Creating Success in College and in Life*. It focuses on core principles, such as personal responsibility, self-motivation, and interdependence, which have been associated with success in school, work, and life. This selection from the chapter on accepting personal responsibility emphasizes the importance of the choices we make. Are we accepting the role of Victim? Or are we choosing to be a Creator? Downing argues that the more we make Creator choices, the more we can achieve our goals and dreams.

- 1 When psychologist Richard Logan studied people who survived ordeals such as being imprisoned in concentration camps or lost in the frozen Arctic, he found that all of these victors shared a common belief. They saw themselves as personally responsible for the outcomes and experiences of their lives.
- 2 Ironically, responsibility has gotten a bad reputation. Some see it as a heavy burden they have to lug through life. Quite the contrary, personal responsibility is the foundation of success because without it, our lives are shaped by forces outside of us. The essence of personal responsibility is responding wisely to life's opportunities and challenges, rather than waiting passively for luck or other people to make the choices for us.
- 3 Whether your challenge is surviving an Arctic blizzard or excelling in college, accepting personal responsibility moves you into cooperation with yourself and with the world. As long as you resist your role in creating the outcomes and experiences in your life, you will fall far short of your potential.

*Skip Downing, *On Course: Strategies for Creating Success in College and in Life* (Boston: Cengage Learning, 2011), p. 34.

- 4 I first met Deborah when she was a student in my English 101 class. Deborah wanted to be a nurse, but before she could qualify for the nursing program, she had to pass English 101. She was taking the course for the fourth time.
- 5 "Your writing shows fine potential," I told Deborah after I had read her first essay. "You'll pass English 101 as soon as you eliminate your grammar problems."
- 6 "I know," she said. "That's what my other three instructors said."
- 7 "Well, let's make this your last semester in English 101, then. After each essay, make an appointment with me to go over your grammar problems."
- 8 "Okay."
- 9 "And go to the Writing Lab as often as possible. Start by studying verb tense. Let's eliminate one problem at a time."
- 10 "I'll go this afternoon!"
- 11 But Deborah never found time: *No, really. . . I'll go to the lab just as soon as I. . .*
- 12 Deborah scheduled two appointments with me during the semester and missed them both: *I'm so sorry. . . I'll come to see you just as soon as I. . .*
- 13 To pass English 101 at our college, students must pass one of two essays written at the end of the semester in an exam setting. Each essay, identified by social security number only, is graded by two other instructors. At semester's end, Deborah once again failed English 101. "It isn't fair!" Deborah protested. "Those exam graders expect us to be professional writers. They're keeping me from becoming a nurse!"
- 14 I suggested another possibility: "What if *you* are the one keeping you from becoming a nurse?"
- 15 Deborah didn't like that idea. She wanted to believe that her problem was "out there." Her only obstacle was *those* teachers. All her disappointments were *their* fault. The exam graders weren't fair. Life wasn't fair! In the face of this injustice, she was helpless.
- 16 I reminded Deborah that it was *she* who had not studied her grammar. It was *she* who had not come to conferences. It was *she* who had not accepted personal responsibility for creating her life the way she wanted it.
- 17 "Yes, but. . ." she said.

VICTIMS AND CREATORS

- 18 When people keep doing what they've been doing even when it doesn't work, they are acting as *Victims*. When people change their beliefs and behaviors to create the best results they can, they are acting as *Creators*.
- 19 When you accept personal responsibility, you believe that you create *everything* in your life. This idea upsets some people. Accidents happen, they say. People treat them badly. Sometimes they really are victims of outside forces.
- 20 This claim, of course, is true. At times, we *are* all affected by forces beyond our control. If a hurricane destroys my house, I am a victim (with a small "v"). But if I allow that event to ruin my life, I am a Victim (with a capital "V").
- 21 The essential issue is this: Would it improve your life to act *as if* you create all of the joys and sorrows in your life? Answer "YES!" and see that belief improve your life. After all, if you believe that someone or something out there causes all of your problems, then it's up to "them" to change. What a wait that can be! How long, for example, will Deborah have to wait for "those English teachers" to change?
- 22 If, however, you accept responsibility for creating your own results, what happens then? You will look for ways to create your desired outcomes and experiences despite obstacles. And if you look, you've just increased your chances of success immeasurably!

Pawn
the least valuable chess piece, a person who is used by others

originators
people who create or initiate something

23 The benefits to students of accepting personal responsibility have been demonstrated in various studies. Researchers Robert Vallerand and Robert Bissonette, for example, asked 1,000 first-year college students to complete a questionnaire about why they were attending school. They used the students’ answers to assess whether the students were “Origin-like” or “**Pawn**-like.” The researchers defined *Origin-like* students as seeing themselves as the **originators** of their own behaviors, in other words, Creators. By contrast, *Pawn-like* students see themselves as mere puppets manipulated by others, in other words, Victims. A year later, the researchers returned to find out what had happened to the 1,000 students. They found that significantly more of the Creator-like students were still enrolled in college than the Victim-like students. If you want to succeed in college (and in life), then being a Creator gives you a big edge.

RESPONSIBILITY AND CHOICE

stimulus
someone or something that causes a reaction

24 The key ingredient of personal responsibility is *choice*. Animals respond to a **stimulus** because of instinct or habit. For humans, however, there is a brief, critical moment of decision available between the stimulus and the response. In this moment, we make the choices—consciously or unconsciously—that influence the outcomes of our lives.

25 Numerous times each day, you come to a fork in the road and must make a choice. Even not making a choice is a choice. Some choices have a small impact: Shall I get my hair cut today or tomorrow? Some have a huge impact: Shall I stay in college or drop out? The sum of the choices you make from this day forward will create the eventual outcome of your life. The Responsibility Model shows what the moment of choice looks like.

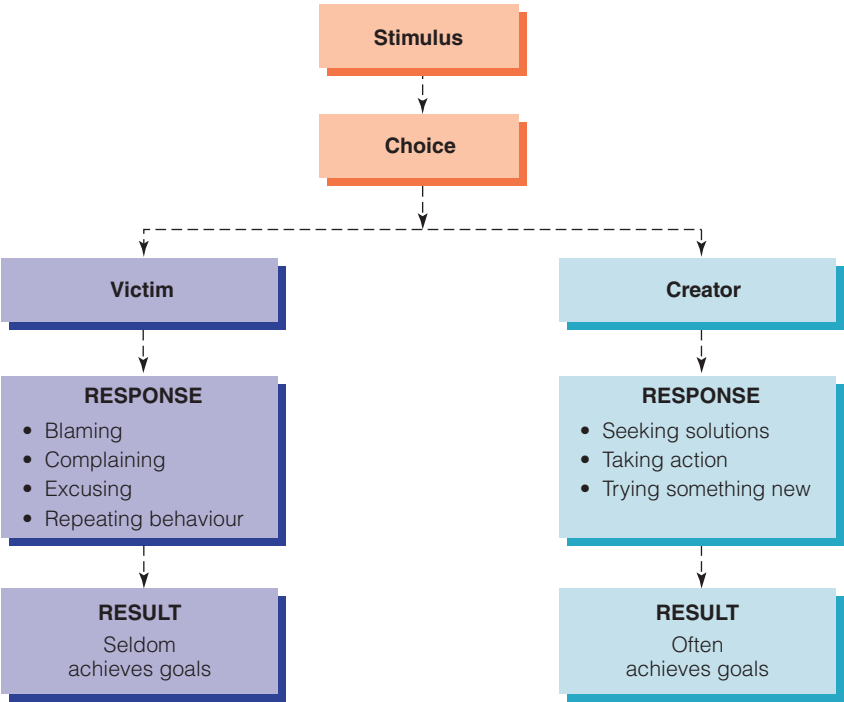


Figure 1.2 Responsibility Model

Source: Skip Downing, *On Course: Strategies for Creating Success in College and in Life* (Boston: Cengage Learning, 2011), p. 34.

fleeting
short-lived

- 26 In that brief moment between stimulus and response, we can choose to be a Victim or a Creator. When we respond as a Victim, we complain, blame, make excuses, and repeat ineffective behaviors. When we respond as a Creator, we pause at each decision point and ask, "What are my options, and which option will best help me create my desired outcomes and experiences?"
- 27 The difference between responding to life as a Victim or Creator is how we choose to use our energy. When I'm blaming, complaining, and excusing, my efforts cause little or no improvement. Sure, it may feel good in that moment to claim that I'm a poor Victim and "they" are evil persecutors, but my good feelings are **fleeting** because afterward my problem still exists. By contrast, when I'm seeking solutions and taking actions, my efforts often (though not always) lead to improvements. At critical forks in the road, Victims waste their energy and remain stuck, while Creators use their energy for improving their outcomes and experiences.
- 28 But, let's be honest. No one makes Creator choices all of the time. I've never met anyone who did, least of all me. Our inner lives feature a perpetual tug-of-war between the Creator part of us and the Victim part of us. My own experiences have taught me the following life lesson: The more choices I make as a Creator, the more I improve the quality of my life. . . .
- 29 Here's an important choice you can make immediately. Accept, as Creators do, this belief: *I am responsible for creating my life as I want it.* Of course, sometimes you won't be able to create the specific outcomes and experiences you want. The reality is that some circumstances will defy even your best efforts. But, believing that you always have a way to improve your present situation will motivate you to look for it, and by looking, you'll often discover options you would never have found otherwise. For this reason, choosing to accept personal responsibility is the first step toward your success.
- 30 Here's a related choice. Set aside any thought that Creator and Victim choices have anything to do with being good or bad, right or wrong, smart or dumb, worthy or unworthy. If you make a Victim choice, you aren't bad, wrong, dumb, or unworthy. For that matter, if you make a Creator choice, you aren't good, right, smart, or worthy. These judgments will merely distract you from the real issue: *Are you getting the outcomes and experiences that you want in your life?* If you are, then keep making the same choices because they're working. But, if you're not creating the life you want, then you'd be wise to try something new. We benefit greatly when we shift our energy from defending ourselves from judgments and put it into improving the outcomes and experiences of our lives.
- 31 "Oh, I get what you mean!" one of my students once exclaimed as we were exploring this issue of personal responsibility, "You're saying that living my life is like traveling in my car. If I want to get where I want to go, I better be the driver and not a passenger." I appreciate her metaphor because it identifies that personal responsibility is about taking hold of the steering wheel of our lives, about taking control of where we go and how we get there.
- 32 Ultimately each of us creates the quality of our life with the wisdom or **folly** of our choices.

folly
foolishness



Check Your Understanding of “Success in College: You Decide”

Choose the correct response for each question.

1. When you preview this reading, what should you notice?
 - a. the “Responsibility Model” chart about how victims and creators respond to stimuli
 - b. the subtitles “Victims and Creators” and “Responsibility and Choice”
 - c. Both options are correct.
2. If you are thinking critically while you read, you should think about _____.
 - a. how *you* react to challenges.
 - b. being lost in the Arctic.
 - c. Deborah’s family background.
3. When psychologist Richard Logan studied people who survived *ordeal*s such as being imprisoned in concentration camps or lost in the frozen Arctic, he found that all of these victors shared a common belief. (par. 1)

What is the best definition of *ordeal*s in this context?

- a. severe traumas, difficult situations
 - b. satisfying experiences even though they are challenging
 - c. Both options are correct.
4. The essence of personal responsibility is responding wisely to life’s opportunities and challenges, rather than waiting *passively* for luck or other people to make the choices for us. (par. 2)

What is the best definition of *passively* in this context?

- a. not in an active way
 - b. in a thoughtful way
 - c. in a belligerent way
5. Our inner lives feature a *perpetual* tug of war between the Creator part of us and the Victim part of us. (par. 28)

What is the best definition of *perpetual* in this context?

- a. persistent
 - b. inconsiderate
 - c. occasional
6. The story about Deborah, the student who had failed English 101 four times, shows that _____.
 - a. she should get a job rather than go to college.
 - b. some teachers do not have realistic expectations of their students.
 - c. she did not accept personal responsibility for her failure.

7. How do Victims behave?
 - a. They keep acting in the same way even if they do not get the results they want.
 - b. They change their response every time they encounter a problem.
 - c. They never get what they want even though they make every effort to solve their problems.
8. Creators _____
 - a. are never the victims of outside forces.
 - b. are willing to change their beliefs and try different strategies.
 - c. have an easier life than victims.
9. Researchers Robert Vallerand and Robert Bissonette found that
 - a. *Origin-like* students acted like Victims.
 - b. *Pawn-like* students thrived on manipulating others.
 - c. *Origin-like* students were more likely to stay in college.
10. Students who are victims _____
 - a. have weaker personalities.
 - b. have stubborn personalities, but persevere when they have challenges.
 - c. cannot be judged as good or bad.



Think Critically

After reading “Success in College: You Decide,” respond to the following critical thinking questions or prepare to discuss them with your class.

1. How did the activity of preparing to read help you when you proceeded to read this selection?

2. What do you think are the three most important strategies for student success in college? Give reasons and examples.

3. Look at Figure 1.2. How do Victims usually respond to a difficult choice? How do Creators respond?

4. Think about what you learned about Victims and Creators. How might a Victim and a Creator respond to each of the following situations?
- A. There is a lot of construction on campus, and parking is extremely tight. Roberto is late to class for the second time in two weeks. His instructor counts two tardies as an absence. He will get a lower grade if he has more than two absences. How might Roberto respond?

Roberto as Victim: _____

Roberto as Creator: _____

- B. Sara had a fight with her boyfriend last night. Then her best friend told her to “get over it.” Sara felt extremely hurt and angry. Sara has a math mid-term tomorrow night. Right now, she has a D+ in the class. How might Sara respond?

Sara as Victim: _____

Sara as Creator: _____

5. Think of a situation in which a person you know experienced challenges or setbacks as he or she tried to reach a school, work, or personal goal. Did he or she accept personal responsibility for the situation? Did he or she act as a Victim or as a Creator? How would you describe the person, the situation, the challenges, and the result? (The “person” can be you!) Think of specific examples of what that person did or said that represents how he or she acted as a Victim or Creator. If the person was not successful, what other choices could he or she have made in order to change the outcome?

1.2 PREVIEW AND USE YOUR TEXT

Most textbooks are now written to make your job as a student easier. When studying for your classes, it's very important that you take advantage of all the learning assistance that your textbook can give you. After all, you want to be the person who realizes that there's an answer key in the back of your math book, or the person who knows how to find the meaning of an unfamiliar word that appears in your print book or e-text!

Know Your Book Look at your textbook to find out what special features it has to make learning the material easier for you. In a printed textbook, the features have assigned locations explained in this list. However, for your e-book you will need to check out the links on your home page to find out what guidance is provided for you. Some of the most important possible features to look for are:

- Table of contents—a list of the book's major topics and subtopics in the order they'll be presented; organized in chapters, sections, or units, with page numbers
- Index—a list, usually alphabetical, of all important topics, people, and terms found in the text, with page numbers for each; located at the end of a book
- Answer keys—sometimes included in a special section at the end of a book or in an appendix to assist students
- Glossary—a list of important terms and their definitions; usually located in a special section at the end of a book or in a menu bar in an e-book
- Appendix—additional useful information, such as maps, lists, charts, and tables; located at the end of a book
- Bibliography or references—a list of additional information on a topic, including books, journals, audiovisual materials, and websites; located at the end of each chapter or in a special section at the end of a book

Special features that you may find in an e-book:

- A search icon to help you find a topic, word, or name quickly
- An online dictionary
- A research tool to find additional articles or information
- Study tools to take notes, make flashcards, or do extra practice

Use Your Textbook and E-book Aids! Before you read, preview each chapter to check out the aids that it might have. While you are reading, be *sure* to pay attention to these aids and to use them.

- Look at the lists of chapter goals and check out questions or the chapter review at the end of each chapter. These will help your brain get ready to focus on the material.
- Look at the pictures, maps, charts, and graphs. Think about how they further explain the content of the chapter.
- Figure out the charts. They often help you understand and remember material that is difficult to grasp.

- Check out the information in the margins or in special boxes. Sometimes there will be definitions of important words that you need to know. Other times there will be brief explanations of the material that may be all you need to remember. In an e-book, definitions may appear when you click on or hover over a bold or highlighted word.
- Pay special attention to underlined, *italicized*, and **boldfaced** words. The authors wrote them this way to emphasize that they are important words that you probably will want to remember.
- Notice if there is a glossary in the back of the book or at the end of the chapter. Figure out how to quickly find definitions in your e-book. Frequently they will have a glossary or a search icon in addition to you being able to hover over key words and terms.
- Find out if your textbook has an answer key. That way, you can check your own work to find out immediately if you're on the right track. With an e-book, you will often get immediate feedback about your responses.

So now, it's time to try out your *active* reading skills to preview and learn to use your text!

Exercise 1.4

Use Your Textbook Aids

Choose the correct response for each question.

1. What features in your text will you use to figure out the meaning of a vocabulary word?
 - a. the pop-up definition in the e-text or a note in the margin
 - b. the index
 - c. Both options are correct.
2. How would you find an explanation of a skill, such as writing a summary? Choose all that apply.
 - a. Look in the bibliography.
 - b. Review the table of contents.
 - c. Look in the index, or use the search icon in your e-book.
3. If you were previewing an e-text, you would most likely _____
 - a. skim through links such as titles and headings and read introductions.
 - b. print out the entire book so it would be easier to use.
 - c. begin reading immediately and start taking notes.
4. Which feature(s) are you likely to have available in your e-book that you would not have available in the printed textbook? Choose all that apply.
 - a. access to a full dictionary
 - b. access to additional online practice
 - c. immediate feedback regarding your answers on exercises

5. When illustrations, charts, and graphs are included in a reading, you should _____. Choose all that apply.
- a. save time by only studying the visual aids.
 - b. glance at the visual aids when you preview the reading.
 - c. consider the visual aids to help you understand the reading.

Exercise 1.5**Check Out Your Textbook**

List five features, or textbook aids, that you can find in *A Community of Readers* that can make studying this book easier for you. List them here and explain why they are helpful.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

Exercise 1.6

Preview a Chapter in *A Community of Readers*

Look at Chapter 7 in your print book or in your e-book and respond to the following questions.

1. What can you learn about the chapter from the first page, which has the title, subtitle, a quotation, and a graph? Choose all that apply.
 - a. The theme of this chapter is diversity.
 - b. The main skills are facts and opinions.
 - c. The graph shows that diversity is not important in some cities.
2. What are the main headings of the chapter? Choose all that apply.
 - a. Facts and Opinions
 - b. Writing Summaries
 - c. Author's Purpose and Tone
 - d. Bias
3. What skill is *not* emphasized in this chapter?
 - a. evaluating facts
 - b. evaluating opinions
 - c. identifying supporting points
 - d. analyzing world view and point of view
4. What topic will you likely be reading about as you practice these skills?
 - a. how race, ethnicity, religion, and culture impact us and our society
 - b. how food is an important part of our lives and culture
 - c. how we can be healthier in this age of rapidly changing technology
5. What kinds of charts and images are there? Choose all that apply.
 - a. a graph of demographic data from the United States, Los Angeles, and Kansas City
 - b. a photo of a teenage Muslim girl
 - c. a line graph
 - d. a cartoon
 - e. tables

Reading 2

Your Memory and Your Brain: 5 Key Principles* — DAVE ELLIS

TEXT
BOOK

The following reading from one of the most popular student success textbooks, *Becoming a Master Student* by Dave Ellis, offers advice about the memory process. As you read, consider ways in which you can use the information and techniques presented for sharpening your memory to help you succeed in college and life.

Sharpening your memory starts with understanding how memory depends on a squishy organ that's inside your head—your brain. —Dave Ellis

*Source: Dave Ellis, *Becoming a Master Student* 16/e. p. 113–116.

- 1 Following are five key things to remember about how you remember and learn. They will introduce you to ideas and suggestions that you will find useful to include in your study process.

PRINCIPLE 1: SEE MEMORY AS SOMETHING YOU DO—NOT SOMETHING YOU HAVE.

- 2 Once upon a time, people talked about human memory as if it were a closet. You stored individual memories there as you would old shirts and stray socks. Remembering something was a matter of rummaging through all that stuff. If you were lucky, you found what you wanted. This view of memory creates some problems. For one thing, closets can get crowded. Things too easily disappear. Even with the biggest closet, you eventually run out of space. If you want to pack some new memories in there—well, too bad. There's no room.
- 3 Brain researchers shattered this image to bits. Memory is not a closet. It's not a place or a thing. Instead, memory is a *process* that is based in the brain. On a conscious level, memories appear as distinct and unconnected mental events: words, sensations, images. They can include details from the distant past—the smell of cookies baking in your grandmother's kitchen, or the feel of sunlight warming your face through the window of your first-grade classroom. On a biological level, each of those memories involves millions of brain cells, or neurons, firing chemical messages to one another. If you could observe these exchanges in real time, you'd see regions of cells all over the brain glowing with electrical charges at speeds that would put a computer to shame.
- 4 When a series of brain cells connects several times in a similar pattern, the result is a memory. Psychologist Donald Hebb explains it this way: "Neurons which fire together, wire together." It means that memories are not really stored. Instead, remembering is a process in which you *encode* information as links between active neurons that fire together. You also *decode*, or reactivate, neurons that wired together in the past which allows you to retrieve information, i.e., "remember." *Memory is the probability that certain patterns of brain activity will occur again in the future.* In effect, you recreate a memory each time you recall it.
- 5 Scientists tell us that the human brain is "plastic." Whenever you efficiently encode and decode, your brain changes physically. You grow more connections between neurons. The more you learn, the greater the number of connections. For all practical purposes, there's no limit to how many memories your brain can process. Knowing this allows you to step out of your crowded mental closet into a world of infinite possibilities.

PRINCIPLE 2: REMEMBER THAT THE MEMORY PROCESS WORKS IN STAGES.

- 6 The memory process consists of a series of events. To make the most of your memory, apply an appropriate memory strategy when one of these events take place:
 - **Pay attention to sense experiences.** Memories start as events that we see, hear, feel, touch, or taste. Memory strategies at this stage are about choosing where to focus your attention.

- **“Move” sense experiences to short-term memory.** Sensory memories last for only a few seconds. If you don’t want them to disappear, then immediately apply a strategy for moving them into short-term memory, such as reciting the information to yourself several times. Short-term memory is a place where you can “hold” those fleeting sensory memories for up to several minutes.
- **Encode for long-term memory.** If you want to recall information for more than a few minutes, then wire the new neural connections in a more stable way. This calls for a more sophisticated memory strategy—one that allows you to refire the connections for days, weeks, months, or even years into the future.
- **Decode important information on a regular basis.** The more often you recall information, the more stable the memory becomes. To remember it, retrieve it.

PRINCIPLE 3: SINK DEEPLY INTO SENSE EXPERIENCE.

- 7 Your brain’s contact with the world comes through your five senses. So anchor your learning in as many senses as possible. For example:
 - **Create images.** Draw mind map summaries of your readings and lecture notes. Include visual images. Put main ideas in larger letters and brighter colors.
 - **Immerse yourself in concrete experiences.** Say that you’re in a music appreciation class and learning about jazz. Go to a local jazz club or concert to see and hear a live performance.

PRINCIPLE 4: CHOOSE STRATEGIES FOR ENCODING.

- 8 Signs of encoding mastery are making choices about *what* to remember and *how* to remember it. This in turn makes it easier for you to decode, or recall, the material at a crucial point in the future—such as during a test.
- 9 Say that you’re enjoying a lecture in introduction to psychology. It really makes sense. In fact, it’s so interesting that you choose to just sit and listen—without taking notes. Two days later, you’re studying for a test and wish you’d made a different choice. You remember that the lecture was interesting, but you don’t recall much else. In technical terms, your decision to skip note taking was an *encoding error*.
- 10 So you decide to change your behavior and take extensive notes during the next psychology lecture. Your goal is to capture everything the instructor says. This too has mixed results—a case of writer’s cramp and 10 pages of dense, confusing scribbles. Oops!—another encoding error.
- 11 Effective encoding is finding a middle ground between these two extremes. Make moment-to-moment choices about what you want to remember. As you read or listen to a lecture, distinguish between key points, transitions, and minor details. Predict what material is likely to appear on a test. You also should stay alert for ideas you can actively apply. These are things you capture in your notes. Another strategy for effective encoding is to find and create patterns. Your brain is a pattern-making machine. It excels at taking random bits of information and translating them into meaningful wholes.

PRINCIPLE 5: CHOOSE STRATEGIES FOR DECODING.

- 12 You've probably experienced the "tip of your tongue" phenomenon. You know that the fact or idea that you want to remember is just within reach—so close that you can almost feel it. Even so, the neural connections stop just short of total recall. This is an example of a decoding glitch. No need to panic. You have many options at this point. These are known as decoding strategies. For example:
- **Relax.** Your mood affects your memory. The information that you want to recall is less likely to appear if you're feeling overly stressed. Taking a long, deep breath and relaxing muscles can work wonders for your body and your brain.
 - **Let it go for the moment.** When information is at the tip of your tongue, one natural response is to try hard to remember it. However, this can just create more stress that in turn interferes with decoding. Another option is to stop trying to decode and to do something else for the moment. Don't be surprised if the memory you were seeking suddenly pops into your awareness while you're in the midst of an unrelated activity.
 - **Recall something else.** Many encoding strategies are based on association—finding relationships between something you already know and something new that you want to remember. This means that you can often recall information by taking advantage of those associations. Say that you're taking a multiple-choice test and can't remember the answer to a question. Instead of worrying about this, just move on. You might come across a later question on the same topic that triggers the answer to the earlier question. This happens when a key association is activated.
 - **Recreate the original context.** Encoding occurs at specific times and places. If a fact or idea eludes you at the moment, then see whether you can recall where you were when you first learned it. Think about what time of day that learning took place and what kind of mood you were in. Sometimes you can decode the information merely by remembering where you wrote the information in your class notes or where on the page you saw it in a book.

**Check Your Understanding of “Your Memory and Your Brain: 5 Key Principles”**

Choose the best response for each question.

1. How do brain researchers think of memory?
 - a. like a closet
 - b. as a process
 - c. as a distinct place
2. What is the best explanation of the following statement? “Neurons which fire together, wire together.” (par. 4)
 - a. Creating a memory involves linking neurons together, and the act of remembering activates links that were previously connected.
 - b. Creating a memory is like programming a computer.
 - c. To create a memory, the brain stores information in a particular part of the brain, so when you remember, your brain accesses that specific part of the brain again.

3. Based on the reading, is the following statement true or false?
T F There is a limit to how many memories your brain can process.
4. Based on the reading, is the following statement true or false?
T F The senses play an important role in memory.
5. What does *decode* mean in this context? “Decode important information on a regular basis.” (par. 6)
 - a. program
 - b. re-write
 - c. recall
6. What is a good strategy for engaging your senses?
 - a. Create visual representations of information you want to remember.
 - b. Take part in real-world experiences.
 - c. Both options are correct.
7. Which of the following is an example of effective encoding?
 - a. Focus on key points as you take notes during a lecture.
 - b. Include a lot of details in your lecture notes because they are the most interesting.
 - c. Both options are correct.
8. Based on the reading, is the following statement true or false?
T F Mood affects your memory.
9. Based on the reading, is the following statement true or false?
T F When you are having difficulty remembering something, keep focusing on it until the memory comes back to you.
10. Based on the reading, is the following statement true or false?
T F When trying to remember something, it can be helpful to imagine the location where you learned the information.



Think Critically

Respond to the following critical thinking questions or prepare to discuss them with your class.

1. Describe the process of remembering in your own words.

2. Did this reading change the way you think about memory? Why or why not?

3. What idea or strategy will you try the next time you need to study for a test? Explain what you will do and the reason why you will do it.
-
-
-

1.3 READING VISUAL AIDS

visual aids
images that assist
the reader in
understanding
text

Visual aids are images that assist the reader in understanding text, whether that text is on a book page or a computer screen. They can be a picture, map, cartoon, graph, table, pie chart, flow chart, infographic, or diagram, as well as a figure, time line, or illustration in a story, article, or text selection.

When you read a chapter in a textbook, an article in a newspaper, or a website, always look at the visual aids as you prepare to read. Occasionally, they only provide a pretty background or layout, but more often they provide you with important information that will help you understand what you are reading. Look at visual aids as you prepare to read. Study them again while you are reading. And remember, you will need to “read” each visual aid actively.

- *Decide* what you think is the purpose of the visual aid. Why is this visual aid included? What does it mean in relation to the reading?
- *Compare* items in different parts of the visual aid. What is being compared? What is the relationship between the parts? What is the result of the comparison?
- *Think Critically* about what conclusions you can reach or what trends you can analyze or predict based on the information the visual aid provides. In some cases, you can consider this step as finding the *main idea* of the visual aid.

When you examine a visual aid, especially one in a textbook, be sure to read the title, the caption, and the credit line. The caption, a brief explanation that appears immediately above or below the image, will help you determine the purpose of the visual aid and reach some conclusions about the information it provides. The credit line identifies the source of the information and who created or supplied the image. Together, they will help you understand and evaluate the image.

Bar Graphs

Bar graphs show comparisons among different categories. Read the graph and the labeling of each bar. The length of the bar shows the quantity, value, or cost of each category. For example, Figure 1.1 at the beginning of Chapter 1 compares the earnings of people between the ages of 25 and 34 based on their education level. It is referring to the “annual **median income**” per year. Basically, you will notice that income level goes up dramatically with the more education you have.

Now, study the following bar graph to gain more information about the impact of education on employment and earnings. Median means the middle point; half would be above and half would be below the median.

median income
equal probability
of a person's
income falling
above or below
this amount

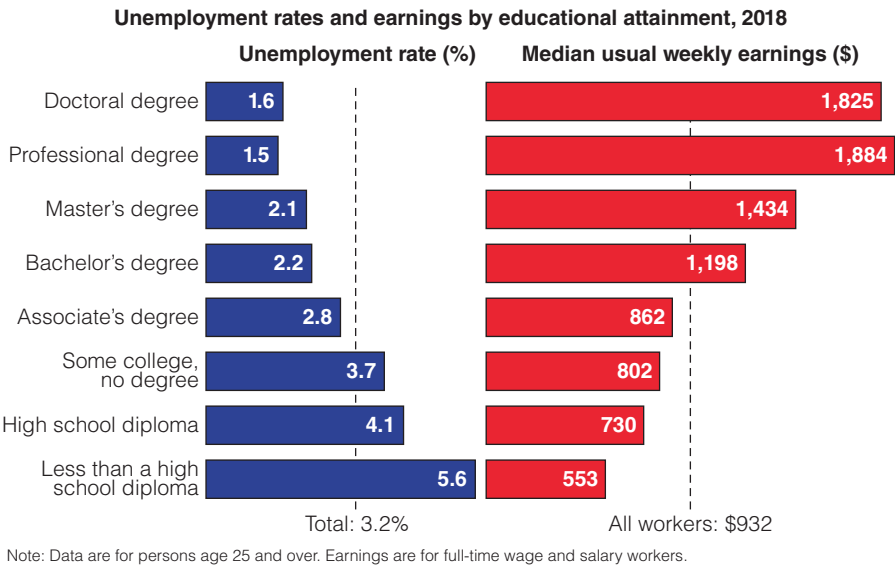


Figure 1.3 Unemployment Rates and Earnings by Educational Attainment, 2018
Source: U.S. Bureau of Labor Statistics, Current Population Survey. <https://www.bls.gov/emp/documentation/education-training-system.htm>.

Exercise 1.7

Analyze Bar Graphs

Based on what you have just learned in Figure 1.3, choose true (T) or false (F) for each statement.

- T

F

1. The Bureau of Labor Statistics is the source of the information in this double bar graph.
- T

F

2. A conclusion we can draw from this graph is that people who have a professional degree or a doctoral degree have far less unemployment and far higher earnings than people who do not.
- T

F

3. In four weeks, people without a high school diploma in 2018 would earn approximately \$1500. Half of them would earn more and half of them would earn less.
- T

F

4. People with a doctoral degree have higher median weekly earnings than people with a professional degree.

Line Graphs

Line graphs frequently show how statistics have changed over time. For example, Figure 1.4 is a line graph that shows unemployment rates in the United States based on educational attainment between 1992-2019. It provides a visual representation for understanding how unemployment among these different groups of people has changed over a period of almost 30 years. The bottom line indicates the year while the vertical lines indicate percentage of unemployment. The color of each line tells you

recession
economic decline
or downturn

which group it tracks. Be sure to read all the information provided about any graph. For example, when you look at Figure 1.4, you will see bands of light orange shaded columns. The note at the bottom explains that the shaded areas represent periods of **recession**.

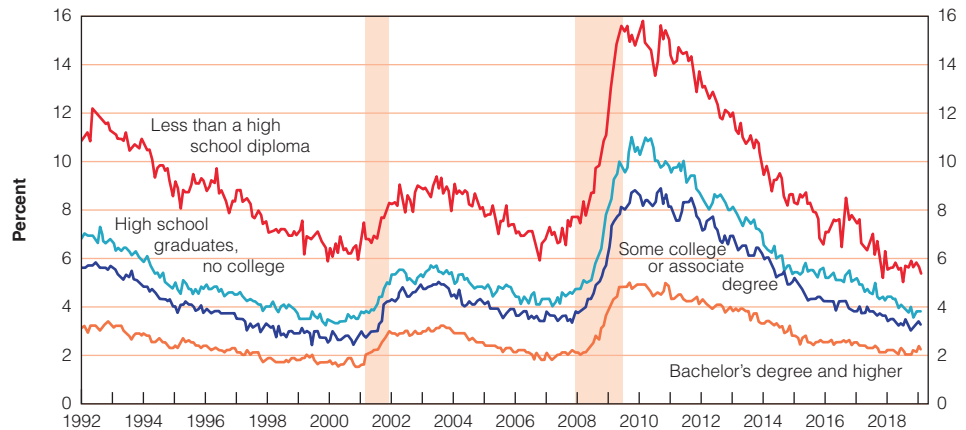


Figure 1.4 Unemployment Rates for Persons 25 Years and Older by Educational Attainment

Exercise 1.8

Analyze Line Graphs

Based on what you have just learned from studying Figure 1.4, choose true (T) or false (F) for each statement.

- | | | |
|---|---|--|
| T | F | 1. Rates of unemployment go up and down for everybody, but the people who are most drastically affected are high school graduates with no college education. |
| T | F | 2. People with the best chances of finding and keeping a job overall are those who have a bachelor's degree and higher. |
| T | F | 3. The unemployment rate for people with some college or an associate's degree was over 8% in 2018. |
| T | F | 4. The recession of 2008–2010 caused the most extreme increase in unemployment for the 26 years between 1992–2018. |
| T | F | 5. Compared to 2016, the level of unemployment in 2018 was much lower for people with all education levels. |
| T | F | 6. For most people looking for a job, it would have been easier in 2008 than in 1992. |



Work the Web

College websites frequently have a section devoted to skills students need to succeed. After completing the exercise below, you may want to check out your own college’s website or the website of any colleges you are interested in, and find out which tips and support services these schools provide that may be helpful to you.

Do a Web search for the Dartmouth College Academic Skills Center home page. Go to “Learning Resources.” Preview the selection of topics that you can look at; look at a variety of them. Then, choose one strategy, technique, or habit that you feel can be especially helpful for you, and answer the following questions.

- 1. What strategy, technique, or habit did you pick that you think will help you in college? Why did you pick it?
- 2. Explain the strategy, technique, or habit in your own words.

CHAPTER REVIEW

Put It Together: The Reading Process	
Skills and Concepts	Explanation
PRO Reading System	A process to follow for developing effective reading habits
P = Prepare to Read	Get <i>ready</i> to read. <ul style="list-style-type: none">1. Purpose (know what your goal is for reading)2. Preview (quickly look at the material before you start to read)3. Previous knowledge (recognize what you already know about the subject)4. Predict (ask questions about what you think you will learn)
R = Read Actively and Think Critically	Stay <i>focused</i> as you read. <ul style="list-style-type: none">1. Become involved2. Be interested3. Be alert and attentive4. Monitor your involvement and comprehension

Put It Together: The Reading Process

Skills and Concepts	Explanation
	5. Reflect as you read 6. Discover new ideas 7. Connect new knowledge to previous knowledge 8. Use critical thinking skills to connect and evaluate your new knowledge
O = Organize: SURE	Do something with what you have read. S = <u>S</u> elect the facts and concepts you need to know U = <u>U</u> se the material you've selected R = <u>R</u> ecite the information (self-test) E = <u>E</u> xamine your learning periodically (review)
Use a Textbook	Remember to check out and use the special features that textbooks have, such as the following: <ul style="list-style-type: none"> • Chapter introductions, which sometimes list goals • Information in the margins • Italicized and boldfaced words • Charts and graphs, and illustrations • Review questions • Glossaries • Appendices