



Reading Across the Disciplines

College
Reading
and
Beyond

Kathleen T.
McWhorter

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Printer and Binder: R. R. Donnelley & Sons, Inc./Crawfordsville
Cover Printer: Phoenix Color Corp.

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Please visit our website at <http://www.ablongman.com/mcwhorter>

ISBN 0-321-08969-3 (Student Edition)

ISBN 0-321-08968-5 (Annotated Instructor's Edition)

2 3 4 5 6 7 8 9 10—DOC—04 03 02

Preface

This high-interest, four-color book is designed to improve college students' reading and thinking skills through brief skill instruction and extensive guided practice with academic discipline-based readings. The text is structured around 12 academic disciplines. The 39 readings—all of which aim to motivate students—are selected from college textbooks as well as from books, periodicals and popular magazines, newspapers, and Internet sources. The objective is to show the relevance of college studies to events and issues in everyday life through the use of engaging readings.

PURPOSE

The primary purposes of the text are to teach essential college reading skills and to guide their application in each of 12 academic disciplines. The text develops basic vocabulary and comprehension skills, as well as inferential and critical reading and thinking skills. In addition to developing overall reading skills, the text also introduces students to content-specific reading skills. Each chapter in Part Two, “Readings for Academic Disciplines,” begins with a tip list for applying reading and thinking skills to text with the unique characteristics of the discipline. Questions and activities that precede and follow the reading demonstrate the application of vocabulary, comprehension, and critical reading and thinking skills to the particular discipline.

Another important goal of the text is to demonstrate to students the relevance and utility of college courses to their daily lives. The book attempts to answer the long-standing question frequently asked by students, “Why do I have to take a course in history, biology, etc.?” The book presents readings that show students how academic disciplines embrace and investigate topics of interest and concern to everyday human experience.

CONTENT OVERVIEW

The book is organized into three parts:

- **Part One, “A Handbook for Reading and Thinking in College,”** presents a brief skill introduction. Written in handbook format (1a, 1b, etc.), this part introduces students to essential vocabulary, comprehension, critical reading, and reading-rate skills.

- **Part Two, “Readings for Academic Disciplines,”** has 12 chapters, each containing readings representative of a different academic discipline. Each chapter has either three or four reading selections. One textbook reading is included in each chapter. The remaining readings in each chapter are chosen from books, periodicals, newspapers, and Internet sources that contain material relevant to the discipline. The readings in each chapter will vary in length as well as difficulty. Within each chapter, readings are arranged from least to most difficult, providing students with the opportunity to strengthen their skills, experience success, and build positive attitudes toward reading. Chapters that have four readings include a pair of readings on the same topic to encourage synthesis and integration of ideas. Each reading is accompanied by extensive apparatus that guides student learning.
- **Part Three, “Textbook Chapter Readings,”** contains two complete textbook chapters, one from a psychology textbook and one from a health textbook. These chapters enable students to practice skills on larger pieces of writing and to apply the skills they have developed in the preceding parts. Apparatus is provided for each major section of the chapters.

FEATURES

Reading Across the Disciplines guides students in learning reading and thinking skills essential for college success.

Students Approach Reading as Thinking

Reading is approached as a thinking process—a process of interacting with textual material and sorting, evaluating, and reacting to its organization and content. The apparatus preceding and following each reading focuses, guides, and shapes the students’ thought processes.

Students Develop Active Reading Skills

Students learn to approach reading as a process that requires involvement and response. In doing so, they are able to master the skills that are essential to college reading. The reading apparatus provides a model for active reading.

Students Learn Essential Reading Skills

Vocabulary, comprehension, and critical reading skills are presented concisely in Part One, “A Handbook for Reading and Thinking in College,” and are accompanied by brief exercises.

Students Learn Discipline-Specific Reading Skills

The high-interest readings in Part Two are grouped according to academic discipline. Each chapter begins with a brief list of tips for reading and learning within the particular discipline. Students will be encouraged to apply these techniques as they read the selections within the chapter.

Students Learn as They Work

Unlike many books that simply test students after they have read a selection, this text teaches students as they work. Some of the apparatus provides new material on vocabulary, methods of organizing information, transitions, and reading/study strategies.

Students Understand the Importance of Academic Disciplines to Their Daily Lives

Through the high-interest topics selected, students will come to understand the relevance of various academic disciplines to their daily lives, careers, and the workplace.

Students Learn Visually

Increasingly, college students are becoming visual learners, and visual literacy is critical to success in today's world. To promote visual learning, this text is four-color and contains numerous photographs, graphics, graphic organizers (maps), charts, and diagrams.

Students Appreciate Consistent Format

Because students often need structure and organization, this text uses a consistent format for each reading selection. Students always know what to expect and what is expected of them.

Students Can Build Success by Progressing from Less to More Difficult Readings

The readings within each chapter are organized conceptually from less to more difficult. Instructors may choose a starting level that is appropriate for their classes. By starting with a relatively easy reading, students can build confidence and success before approaching more challenging readings.

Students Refer to Part One, "A Handbook for Reading and Thinking in College," to Get Help Answering Questions

The activities following each reading are parallel to the topics in Part One of the book, which presents a brief skill overview in a handbook format. For

example, if students have difficulty answering inferential questions, students may refer to the section in Part One that explains how to make inferences. The handbook also includes a section on reading and evaluating electronic sources.

Format of the Apparatus

The apparatus for each reading selection follows a consistent format. The sections vary in the number of questions and the specific skills reviewed. Each reading selection has the following parts:

- **Headnote.** A headnote introduces the reading, identifies its source, provokes the students' interest, and most important, establishes a framework or purpose for reading.
- **Making Connections.** This brief section encourages students to draw connections between the topic of the reading and their own knowledge and experience.
- **Previewing the Reading.** Students are directed to preview the reading using the guidelines provided in Part One and to answer several questions based on their preview.
- **Reading Tip.** The reading tip is intended to help students approach and work through the reading. A different reading tip is offered for each reading. For example, a reading tip might suggest how to highlight to strengthen comprehension or how to write annotations to enhance critical thinking.
- **Reading Selection/Vocabulary Annotation.** Most reading selections contain difficult vocabulary words that are essential to the meaning of the selection. Often these are words that students are unlikely to know and cannot figure out from context. These words are highlighted, and their meanings are given as marginal annotations. Preferable to a list of words preceding the reading, this format allows students to check meanings on an as-needed basis, within the context of the selection. Annotations are also used occasionally to provide necessary background information that students may need to grasp concepts in a reading.
- **Understanding the Thesis and Other Main Ideas.** This section helps student figure out the thesis of the reading and identify the main idea of selected paragraphs.
- **Identifying Details.** This section focuses on recognizing the relationship between main ideas and details, as well as distinguishing primary from secondary details. The format of questions within this section varies to expose students to a variety of thinking strategies.
- **Recognizing Methods of Organization and Transitions.** This part of the apparatus guides students in identifying the overall organizational pattern of the selection and in identifying transitional words and phrases within the reading. Prompts are provided that serve as teaching tips or review strategies.

- **Reviewing and Organizing Ideas.** Since many students are proficient at literal recall of information but have difficulty seeing relationships and organizing information into usable formats for study and review, this section emphasizes important review and organizational skills such as paraphrasing, mapping, outlining, and summarizing.
- **Figuring Out Inferred Meanings.** The ability to think inferentially is expected of college students. This section guides students in making inferences based on information presented in the reading selection.
- **Thinking Critically.** This section covers essential critical thinking skills including distinguishing fact from opinion, identifying the author's purpose, recognizing bias, evaluating the source, identifying tone, making judgments, and evaluating supporting evidence.
- **Building Vocabulary.** The first part of this section focuses on vocabulary in context, while the second is concerned with word parts. Using words from the reading selection, exercises are structured to encourage students to expand their vocabulary and strengthen their word-analysis skills. A brief review of the meanings of prefixes, roots, and suffixes used in the exercise is provided for ease of reference and to create a meaningful learning situation. The third vocabulary section focuses on a wide range of interesting features of language, drawing upon unusual or striking usage within the reading. Topics such as figurative language, idioms, and connotative meanings are included.
- **Selecting a Learning/Study Strategy.** College students are responsible for learning and studying what they read; many use the same study method for all disciplines and all types of material. This section helps students to choose appropriate study methods and to adapt their study methods to suit particular academic disciplines.
- **Exploring Ideas Through Discussion and Writing.** Questions provided in this section are intended to stimulate thought, provoke discussion, and serve as a springboard to writing about the reading.
- **Beyond the Classroom to the Web.** These activities draw on the skills students have learned by directing them to the Internet, where they are asked to read particular articles. These activities also demonstrate the relevance of the academic discipline beyond the classroom and provide guidance in using Web sources.

BOOK-SPECIFIC ANCILLARY MATERIALS

- **Annotated Instructor's Edition.** The Annotated Instructor's Edition is identical to the student text, but it includes answers printed directly on the pages where questions and exercises appear. ISBN 0-321-08968-5
- **Test Bank.** This supplement contains numerous tests for each chapter, formatted for easy distribution and scoring. It includes content review quizzes and skill-based mastery tests for Part One and a discipline-based test and two discipline-based mastery tests for Part Two. ISBN 0-321-08966-9

- **Instructor's Manual.** The manual includes teaching suggestions for each section of Part One. For each reading in Part Two, the manual provides numerous suggestions for introducing the readings and offers a variety of follow-up activities designed to review and reinforce skills. ISBN 0-321-08967-7
- **[NEW] *The Longman Reader's Journal.*** This free supplement, prepared by Kathleen T. McWhorter, is available free with *Reading Across the Disciplines*. The journal offers students a place to respond to and think critically about their reading materials, as well as keep track of their progress. It is an excellent tool for any course with a portfolio component. For an examination copy, contact your Longman sales representative.
- **Companion Website.** For additional exercises, readings, and Internet activities, be sure to visit this book's Companion Website at <http://www.ablongman.com/mcwhorter>.

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In addition to the book-specific ancillaries described above, Longman offers many other supplements to instructors and students. All of these supplements are available either free or at greatly reduced prices.

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Electronic and Online Offerings

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more. To subscribe, visit the Longman Basic Skills Website at <http://www.ablongman.com/basicskills>, or send an e-mail to BasicSkills@ablongman.com.

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ACKNOWLEDGMENTS

I wish to express my gratitude to my reviewers for their excellent ideas, suggestions, and advice on the preparation of this text:

Mary Lou Coleman, Rose State College

Mamie Griffin, Fayetteville Technical Community College

Tami Hale, Northwestern State University

Elva Peña, Del Mar College

Teresa Reed, Southern Illinois University

Mary Reeves, Miami Dade Community College

Lynn Wright, Pasadena City College

Janet Yu, Santa Monica College

I also wish to thank Leslie Taggart, my developmental editor, for her creative vision of the project, her helpful suggestions, and her assistance in preparing and organizing the manuscript. I am particularly indebted to Steven Rigolosi, Senior Acquisitions Editor, for his enthusiastic support, valuable advice, and expert guidance in the writing of this book.

Kathleen T. McWhorter

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