

Joe Cortina
Janet Elder
Katherine Gonnet

OPENING DOORS

Understanding College Reading



.....

OPENING DOORS

.....

Understanding College Reading

JOE CORTINA

JANET ELDER

KATHERINE GONNET

*Richland College
Dallas County Community College District*

This book was set in Times Roman by Monotype Composition Company.
The editors were Tim Julet, Laura Lynch, and Susan Gamer;
the designer was Robin Hoffmann;
the production supervisor was Paula Keller.
R. R. Donnelley & Sons Company was printer and binder.

Cover photograph: © Ron Lowery, Stock Market

Opening Doors Understanding College Reading

Copyright ©1995 by McGraw-Hill, Inc. All rights reserved. Printed in the United States of America.
Except as permitted under the United States Copyright Act of 1976, no part of this publication may be
reproduced or distributed in any form or by any means, or stored in a data base or retrieval system,
without the prior written permission of the publisher.

This book is printed on acid-free paper.

6 7 8 9 0 DOC DOC 9 0 9 8 7

ISBN 0-07-024004-3

Library of Congress Cataloging-in-Publication Data

Cortina, Joe.

*Opening doors: understanding college reading / Joe Cortina, Janet
Elder, Katherine Gonnet.*

p. cm.

Includes indexes.

ISBN 0-07-024004-3

I. College readers. 2. Reading (Higher education) I. Elder,
Janet. II. Gonnet, Katherine. III. Title.

PE1 I22.C637 1995

808'.0427—dc20

94-37873

ABOUT THE AUTHORS



Joe Cortina



Janet Elder



Katherine Gonnet

Joe Cortina, Janet Elder, and Katherine Gonnet all teach courses in basic and advanced reading improvement and study skills at Richland College, a member of the Dallas County Community College District. Their combined teaching experience spans elementary, secondary, and undergraduate levels, as well as clinical remediation. Each is trained as a reading specialist.

The authors have worked together as a writing team for nearly a decade. Their first book was *Comprehending College Textbooks*. In addition, Dr. Elder and Dr. Gonnet are coauthors of the reading section of *How to Prepare for the TASP*, a study guide for entering college students who take the Texas Academic Skills Program Test.

JOE CORTINA received his undergraduate degree in English from San Diego State University, and his master's and doctoral degrees in curriculum and instruction in reading from the University of North Texas. He has taught undergraduate teacher education courses in reading at the University of North Texas and Texas Woman's University. In 1981 he was selected to represent the Dallas County Community College District as a nominee for the Piper Award for Teaching Excellence, and in 1994 he was a recipient of an Excellence Award given by the National Institute for Staff and Organizational Development. In addition to teaching reading courses at Richland College, he has served on interdisciplinary teaching teams for honors English courses and as a faculty leader of Richland's Writing Across the Curriculum Program. Dr. Cortina has also served as a member of the editorial advisory board of *The Journal of Reading*. He is a frequent speaker at professional meetings.

JANET ELDER graduated summa cum laude from the University of Texas in Austin with a B.A. in English and Latin. She is a member of Phi Beta Kappa.

She was the recipient of a government fellowship for Southern Methodist University's Reading Research Program, which resulted in a master's degree. Her Ph.D. in curriculum and instruction in reading is from Texas Woman's University, where the College of Education presented her with the Outstanding Dissertation Award. She established the first comprehensive secondary reading program in the Dallas Independent School District and has conducted extensive staff development training for teachers in the Dallas area. After teaching reading and study skills courses at Richland for several years, she was asked to develop and implement an honors program for the college; after coordinating the honors program during its first 6 years, she resumed teaching full time. She has served on a task force that reevaluated Richland's college-wide writing program. She received the Extra Mile Award from special services students, has been her division's Piper Award nominee for excellence in teaching, and in 1993 received an Excellence Award from the National Institute for Staff and Organizational Development. Dr. Elder serves as a presenter at many professional conferences.

KATHERINE GONNET has a B.S. from Texas Woman's University and a master's degree from Southern Methodist University, where she was awarded a government fellowship in the Reading Research Specialist's Program. Her doctorate, from the University of North Texas, is in Higher Education Administration. She served as the chairperson of Richland's Developmental Studies Division for 6 years before resuming full-time teaching. In recent years, she has represented Richland in a district project to revise reading course curricula. She was selected by Richland to attend an international education program in Heidelberg, Germany. In addition to teaching reading and serving on interdisciplinary teaching teams in honors humanities and English courses, she has been a "technology scout" for the college, investigating the use of computers in reading instruction. She was selected as her division's nominee for the Piper Award for Teaching Excellence and was given an Excellence Award in 1992 by the National Institute for Staff and Organizational Development. Dr. Gonnet has also made numerous presentations at professional meetings.

TO THE INSTRUCTOR

• • • • •

• • • • •

Opening Doors is designed to help college students move from a precollege reading level to a college reading level. It presents a systematic approach to college textbook material that can make students more efficient in their reading and studying. The heart of the text is Part Two: Comprehension; but in addition to the essential comprehension skills, *Opening Doors* presents study skills that are also integral to success in college.

The scope of this book is broad, but the focus is always on comprehension. Moreover, the skills are integrated, and there is continual application of skills once they have been introduced. Although *Opening Doors* emphasizes essential main ideas and supporting details (in Part Two), it also includes reading skills such as predicting and questioning actively (in Part One), and crucial skills of preparing for tests: selecting, organizing, and rehearsing textbook material to be learned (in Part Three). In Part Three, students learn to use textbook features to full advantage, to underline and annotate textbook material, and to organize material in writing—in several ways—so that it can be mastered for a test.

The exercises in *Opening Doors* are extensive. They prepare students to read and help them apply skills during and after reading. Single paragraphs and short excerpts are used to introduce and illustrate skills; then, students *apply* these skills to *full-length selections*. The quizzes and exercises following the selections call for both objective responses and essay answers: despite our belief that having students “write out” their responses to questions about a selection is the most complete way to assess their comprehension, we realize that students need practice with traditional multiple-choice items as well. In the vocabulary items, all the words are taken in context from the chapter reading selections. Comprehension questions are of the same type as those instructors ask on tests (content area, rather than “The main idea of the selection is . . .,” etc.). There are also opportunities for critical reading, with options for collaboration.

Because the excerpts in *Opening Doors* are primarily from college textbooks, some material may be challenging for developmental readers. However, field-testing helped us determine that the selections are interesting, informative, and appropriate, and that with coaching and guidance from the instructor, students can comprehend them. In fact, students like dealing with “the real thing”—actual college textbook material—since that is what they will encounter in their college courses. This type of practice enables them to transfer skills to other courses and avoid the frustration of discovering that their reading course did not prepare them for “real” college reading. Also, these passages will help students acquire and extend background in a variety of subjects. (You may discover that your students have a surprising amount of background knowledge in some areas. In field-testing selections with our students, we often found this to be the case.)

Another important point is that college textbook material contains many words which students do not know but need to learn. However, underprepared students and students for whom English is a second language tend to focus on *words* rather than *ideas*. Therefore, as noted above, we present all vocabulary in context. It will also be crucial for you, the instructor, to help students see words as a means of accessing content rather than as ends unto themselves.

We believe you will find these features of *Opening Doors* helpful:

- A thorough reading comprehension core as the heart of the text (Part Two)
- Clear explanations and understandable examples of each essential reading comprehension skill
- Numerous textbook passages for application of reading and study skills
- Three full-length reading selections in each of the first eight chapters (typically, two of these are from college textbooks and one is a nontext selection). Chapters 9 and 10 each present an *actual textbook chapter* as the reading selection.
- Exercises which integrate writing and reading and call for both objective and essay responses
- Cumulative review and application of skills
- Presentation of vocabulary and study skills as they relate to learning from college textbooks and other college-level materials
- Flexibility, allowing instructors to adapt assignments to the specific needs of their own students
- Material of the type typically given in state-mandated reading competency tests (e.g., in Texas, New Jersey, and Florida), as well as tips for scoring well on standardized reading tests
- Consistency in philosophy and approach with *Comprehending College Textbooks*, our upper-level reading comprehension textbook
- *Instructor's Manual* that includes answer keys, teaching strategies, and transparency masters

While many instructors will choose to use the ten chapters of *Opening Doors* in their original order, others may choose an alternative sequence to suit a specific course (three alternative sequences are included in the Instructor's Manual). For this reason, some explanations and instructions (such as the directions for completing chapter review cards) are repeated from chapter to chapter. Similarly, the previewing prompts and instructions for the practice exercises that accompany reading selections are repeated so that instructors may assign the reading selections in any order.

No one can ever take a course in every subject, so we hope that you and your students will learn new and interesting things from the selections in this book. (We did!) Your own enthusiasm for acquiring new information, your willingness to become engaged with the material, and your pleasure in learning will serve as a model for your students.

We wish you success in using *Opening Doors* to prepare your students to read textbooks effectively and to be successful in college. We hope you will find the endeavor as enjoyable and rewarding as we do with our students.

Acknowledgments

We are grateful to Tim Julet, English Editor at McGraw-Hill, for his assistance with this book. We are deeply indebted to our editing supervisor, Susan Gamer, who skillfully and patiently transformed our manuscript into its final form. Special thanks go to Lesley Denton for encouraging us to write *Opening Doors*.

Our reviewers served us well with their constructive criticisms, suggestions, and supportive comments. We are grateful to Ellen Bell, Manatee Community College; Ada H. Belton, Keystone Jr. College; Roel Carmona, Del Mar College; Gertrude Coleman, Middlesex County College; Diana Fink, Miramar College; Nancy Hanley, Anderson College; Susan L'Heureux, Sinclair Community College; Sandra Lloyd, Tomball College; Carol McPhillips, Villa Maria College; Maureen O'Brien, Springfield Tech. Community College; Marianne Reynolds, Mercer County Community College; and Laurie Stevens, University of St. Thomas.

Our students at Richland College offered wonderful suggestions and encouraging comments during the field testing of this book. They have been among our best and most helpful critics.

Our thanks would not be complete without recognizing the continuing contributions of our families. This book has also been a part of their lives for several years. We offer our heartfelt thanks to them for their unwavering interest, patience, and support.

Joe Cortina
Janet Elder
Katherine Gonnet

TO THE STUDENT



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

Richard Rodriguez, Hunger for Memory

Dear Student,

Welcome to *Opening Doors*. We hope it will open many new “doors” for you in college. To accomplish this, *Opening Doors* offers some special features.

First, every reading excerpt or selection in this book comes from a widely used college textbook or from other material that you are likely to encounter in your college reading. The excerpts and selections were chosen to give you the practice, skill, and confidence you will need to handle your college courses successfully.

Second, this book presents specific strategies to enable you to identify, comprehend, and remember important information in your college textbooks. We believe the most critical ability you must have as a reader is the ability to *comprehend—to understand*—what you read.

Third, *Opening Doors* focuses on three areas that are essential to success in college. For this reason, the ten chapters are grouped into three major sections, or parts:

- *Part One: Orientation—Preparing and Organizing Yourself for Success in College.* Part One includes chapters on making yourself successful in college (it includes goal-setting, motivation, and time management), making sense of college reading, and approaching textbook assignments effectively.

- *Part Two: Comprehension—Understanding College Textbooks by Reading for Ideas.* Part Two is the heart of this book. Comprehending what you read is vital to your success as a college student. The reading comprehension skills in this section include:

Identifying the topic and stated main idea

Formulating implied main idea sentences

Identifying supporting details

Understanding the organization of details (authors' writing patterns)

Along with these essential skills, Part Two also addresses critical reading skills.

- *Part Three: Systems for Studying Textbooks—Developing a System That Works for You.* Part Three focuses on selecting and organizing essential textbook information and rehearsing that information in order to learn it for a test. Two actual chapters from college textbooks are included in this section in order to give you an opportunity to practice these study skills. We think you will enjoy applying the skills you have learned to actual textbook chapters.

Here is some further information about the reading selections. Chapters 1 through 8 include three full-length selections each. These selections are taken from college textbooks and other types of materials you are likely to encounter in college. They provide important practice, and they will also increase your background knowledge in a variety of interesting subjects. Each reading selection is accompanied by preliminary and follow-up exercises. In order, the exercises are:

1. *Prepare Yourself to Read.* This exercise allows you to use techniques (such as previewing and making predictions) that will help you read the selection more actively and effectively.
2. *Apply Comprehension Skills.* This activity lets you *apply* the reading skills and techniques you are learning to the reading selection.
3. *Comprehension Quiz.* This exercise consists of a 10-item objective test on the content of the selection. You will answer questions that a college instructor might ask on a test about information, concepts, and facts in the selection.
4. *Extend Your Vocabulary by Using Context Clues.* In this exercise, you will determine the meaning of 10 important words that appear in the selection. In addition, the pronunciation is given for each word.
5. *Respond in Writing.* In these essay-type exercises, you will be asked to react in writing to the selection.

As you work through the chapters in this book, you will discover that you are becoming a better reader. Not only will you have a clearer understanding of reading comprehension skills; you will also have had a great deal of practice with them. In addition, you will discover that you are able to use these skills in your other college courses. By the end of this semester, as you work through Chapters 9 and 10, you will have learned important and effective study techniques that enable you to master material for tests.

Again, we welcome you to *Opening Doors*. We hope your journey through this textbook is a rewarding and enjoyable experience.

CONTENTS

• • • • •

<i>To the Instructor</i>	xiii
<i>To the Student</i>	xvii

PART

ONE

ORIENTATION	1
Preparing and Organizing Yourself for Success in College	

CHAPTER 1

MAKING YOURSELF SUCCESSFUL IN COLLEGE	3
Skills	5
Doing What Successful Students Do	5
Setting Your Goals	6
Motivating Yourself	8
Managing Your Time	9
<i>Setting up a study schedule</i> ■ <i>Making the most of your study time</i> ■ <i>Planning ahead: Monthly assignment calendar and daily “to do” list</i>	
A Word about Learning Styles	19
Summary: Developing Chapter Review Cards	21
Readings	25
Selection 1-1: “Saved,” from the Autobiography of Malcolm X <i>(Literature)</i>	25

Selection 1-2: “The Time Message” by Elwood Chapman (<i>Study skills</i>)	35
Selection 1-3: “Another School Year—What For?” by John Ciardi (<i>Essay</i>)	45

CHAPTER 2

APPROACHING COLLEGE READING	55
Skills	57
Understanding the Reading Process	57
Improving Your Reading	58
<i>Predicting as you read</i> ▪ <i>Monitoring your comprehension</i>	
▪ <i>Adjusting your reading rate</i>	
Developing a College-Level Vocabulary	63
<i>Using context clues</i> ▪ <i>Using word-structure clues</i>	
▪ <i>Using a dictionary pronunciation key</i>	
Summary: Developing Chapter Review Cards	69
Readings	73
Selection 2-1: “A Whale of a Survival Problem” by John Postlethwait and Janet Hopson (<i>Biology</i>)	73
Selection 2-2: “I Got My B.A. by Sheer Luck” by Walter Pauk (<i>Essay</i>)	83
Selection 2-3: “What Computers Can, Cannot, and Should Not Do” by Timothy Trainor and Diane Krasnewich (<i>Computer science</i>)	95

CHAPTER 3

APPROACHING COLLEGE ASSIGNMENTS: READING TEXTBOOKS AND FOLLOWING DIRECTIONS	103
Skills	105
College Textbooks: A Process for Reading and Studying Effectively	105
<i>Step 1: Prepare to read</i> ▪ <i>Step 2: Ask and answer questions to guide your reading</i> ▪ <i>Step 3: Review by rehearsing your answers</i>	
Assignments and Tests: Following Directions	112
<i>Guidelines for following directions</i> ▪ <i>Example: Directions for a test</i>	
Summary: Developing Chapter Review Cards	115
Readings	119
Selection 3-1: “Controlling Your Concentration” by William Farquhar, John Krumboltz, and C. Gilbert Wrenn (<i>Study skills</i>)	119
Selection 3-2: “Art in the Service of Religion” by Rita Gilbert (<i>Art appreciation</i>)	131
Selection 3-3: “How to Improve Communication” by Courtland Bovée and John Thill (<i>Business</i>)	143

PART

TWO

COMPREHENSION

Understanding College Textbooks by Reading for Ideas 157

CHAPTER 4

DETERMINING THE TOPIC
AND THE STATED MAIN IDEA 159

Skills 161

The Topic of a Paragraph 161

What is the topic of a paragraph, and why is it important?

- *Determining the topic* ▪ *Putting the topic into your own words*

The Stated Main Idea of a Paragraph 164

What is a stated main idea, and why is it important?

- *Locating the stated main idea sentence*

Standardized Reading Tests: Topics and Stated Main Ideas 168

Summary: Developing Chapter Review Cards 171

Readings 175

Selection 4-1: “The Campaign for Election” by Thomas Patterson
(*Government*) 175

Selection 4-2: “Muhammad” by Michael Hart (*History*) 187

Selection 4-3: “The Scientific Method” by John Postlethwait,
Janet Hopson, and Ruth Veres (*Biology*) 197

CHAPTER 5

FORMULATING IMPLIED MAIN IDEAS 207

Skills 209

Implied Main Ideas in Paragraphs 209

*What is an implied main idea? ▪ Why is the implied main
idea important?*

Formulating an Implied Main Idea 209

*Three steps to follow ▪ Three ways to use information in a
paragraph to formulate a main idea sentence ▪ Three requirements
for correctly formulated main idea sentences ▪ A word about main
ideas in longer passages*

Standardized Reading Tests: Implied Main Ideas 214

Summary: Developing Chapter Review Cards 215

Readings 219

Selection 5-1: “The Changing Roles of Men and Women”
by Merrill McLoughin and others (*Sociology*) 219

Selection 5-1: “Laugh Your Stress Away” by Stephen Lally (<i>Magazine article</i>)	229
Selection 5-3: “Why Vote?” by Janet Flammang and others (<i>Government</i>)	239

CHAPTER 6

IDENTIFYING SUPPORTING DETAILS	249
Skills	251
Supporting Details in Paragraphs	251
<i>What are supporting details?</i> ▪ <i>Why are supporting details important?</i>	
Finding and Listing Supporting Details	251
Standardized Reading Tests: Supporting Details	255
Summary: Developing Chapter Review Cards	257
Readings	261
Selection 6-1: “Communication Close-Up at Ben and Jerry’s Homemade” by Courtland Bovée and John Thill (<i>Business</i>)	261
Selection 6-2: “How to Find Time to Read” by Louis Shores (<i>Essay</i>)	271
Selection 6-3: From “A Beginner’s Guide to the World Economy” by Randy Charles Epping (<i>Economics</i>)	281

CHAPTER 7

RECOGNIZING AUTHORS’ WRITING PATTERNS	293
Skills	295
Patterns of Writing	295
<i>What patterns do writers use?</i> ▪ <i>Why is recognizing patterns important?</i>	
Identifying Significant Writing Patterns	297
<i>List pattern</i> ▪ <i>Sequence pattern</i> ▪ <i>Definition pattern</i> ▪ <i>Comparison-contrast pattern</i> ▪ <i>Cause-effect pattern</i> ▪ <i>Mixed patterns</i>	
Standardized Reading Tests: Writing Patterns	308
Summary: Developing Chapter Review Cards	311
Readings	313
Selection 7-1: “Reactions to Impending Death” by Dennis Coon (<i>Psychology</i>)	313
Selection 7-2: From “The Conquest of Paradise” by Kirkpatrick Sale (<i>History</i>)	327
Selection 7-3: “The Decision to Marry” by Marvin Levy, Mark Dignan, and Janet Shirreffs (<i>Health</i>)	339

CHAPTER 8

READING CRITICALLY	349
Skills	351
What Is Critical Reading?	351
Six Skills of Critical Reading	351
<i>Determining purpose and intended audience</i> ▪ <i>Determining point of view and tone</i> ▪ <i>Distinguishing between facts and opinions</i>	
▪ <i>Making inferences</i> ▪ <i>Understanding denotations and connotations</i> ▪ <i>Understanding figurative language</i>	
Standardized Reading Tests: Critical Reading	371
Summary: Developing Chapter Review Cards	375
Readings	379
Selection 8-1: “The Yellow Ribbon” by Pete Hamill (<i>Literature</i>)	379
Selection 8-2: “Legalizing Drugs” by Richard Schlaad and Peter Shannon (<i>Health</i>)	389
Selection 8-3: “The Achievement of Desire” by Richard Rodriguez (<i>Literature</i>)	397

PART**THREE****SYSTEMS FOR STUDYING TEXTBOOKS**

Developing a System That Works for You	409
--	-----

CHAPTER 9

SELECTING AND ORGANIZING TEXTBOOK INFORMATION	411
Skills	413
Studying Better Rather Than Harder	413
Three Keys to Studying College Textbooks	414
<i>Key 1: Selectivity</i> ▪ <i>Key 2: Organization</i> ▪ <i>Key 3: Rehearsal</i>	
Using Textbook Features	415
<i>Prefaces</i> ▪ <i>Tables of contents</i> ▪ <i>Part openings</i>	
▪ <i>Chapter outlines</i> ▪ <i>Chapter objectives and introductions</i>	
▪ <i>Lists and sequences</i> ▪ <i>Boxes</i> ▪ <i>Tables</i> ▪ <i>Graphic aids</i>	
▪ <i>Vocabulary aids</i> ▪ <i>Study questions</i> ▪ <i>Chapter summaries</i>	
▪ <i>Appendixes</i> ▪ <i>Additional features and supplements</i>	
Marking Textbooks: Underlining, Highlighting, and Annotating	448
Taking Notes from Textbooks: Outlining, Mapping, and Summarizing	450
<i>Guidelines for outlining</i> ▪ <i>Guidelines for mapping</i>	
▪ <i>Guidelines for summarizing</i>	

Summary: Developing Chapter Review Cards	459
Reading	463
Selection 9-1: “Intercultural Communication” by Stewart Tubbs and Sylvia Moss (<i>Speech communications</i>)	463

CHAPTER 10

REHEARSING TEXTBOOK INFORMATION AND PREPARING FOR TESTS	493
Skills	495
Rehearsal and Memory	495
Studying for Tests	496
<i>General guidelines</i> ▪ <i>Five-day test review plan</i> ▪ <i>Using review cards to prepare for a test</i> ▪ <i>Using test review sheets</i>	
Summary: Developing Chapter Review Cards	507
Reading	511
Selection 10-1: “Communication,” by James Wiggins, Beverly Wiggins, and James Vander Zanden (<i>Psychology</i>)	511

APPENDIX 1

A LIST OF WORD PARTS	549
----------------------	-----

APPENDIX 2

MASTER VOCABULARY LIST	555
------------------------	-----

APPENDIX 3

GLOSSARY OF KEY TERMS	559
-----------------------	-----

<i>Index</i>	563
--------------	-----