

Brenda D. Smith
LeeAnn Morris

Bridging the Gap

Thirteenth Edition



**College
Reading**

SPECIAL FEATURES IN *BRIDGING THE GAP*, THIRTEENTH EDITION

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Bridging the Gap

College Reading

THIRTEENTH EDITION

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In memory of my mother and father—B.D.S

In memory of Tim, who loved to read—L.M.

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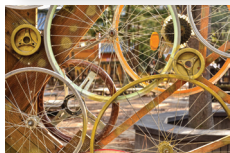
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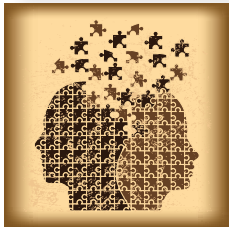
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Progress Chart for Reading Selections (inside back cover)

PREFACE

Educators' knowledge of the learning process forms the foundation for curriculum and practice. Although instructors might not articulate their philosophy, classroom observers would see it in the resources, activities, policies, and daily routines that encompass the educational experience. Likewise, textbooks reflect but don't necessarily state authors' pedagogical principles. Musing on this notion, a conference speaker recently commented that textbooks rarely, if ever, contain an explanation of their undergirding philosophy. He went on to say that their authors may not even be guided by any particular theory or research but only by their personal experience and beliefs about how people learn. In its very title, though, *Bridging the Gap*, Thirteenth Edition, is suggesting the principles that guided the first edition, this thirteenth edition, and every edition between them. Bridging—making connections—is the focus of this text.

The structure, materials, and activities throughout this book rest on the constructivist view that learning works best when connections are made between new ideas and what the learner already knows. *Bridging the Gap* challenges students to build on their previous reading experiences to develop strategies for the independence and challenge of college reading and learning. The longer selections, as well as the shorter textbook excerpts, also build necessary schemata to absorb new concepts in criminal justice, health, history, philosophy, psychology, science, teacher education, technology, and other academic disciplines. Likewise, background exercises accompany longer reading selections to link academic topics to current events and place academic ideas in the context of the real world. Writing activities recognize the implicit connection between writing and reading. Perhaps more important than ever is the bridge to a career, job advancement, and a satisfying quality of life—the goal that most college students are seeking. Instructors will recognize the theories of Jerome Bruner and Lev Vygotsky in the structure of this textbook, but providing bridges to effective reading strategies, new knowledge, the real world, careers, and college success is at the heart of *Bridging the Gap*.

NEW TO THE THIRTEENTH EDITION

The thirteenth edition of *Bridging the Gap* holds true to the long tradition of solid instruction supported with fresh, new readings and features to connect with students.

- **Eight brand new, major reading selections and completely new accompanying practice exercises. In addition, new versions of five popular readings from the twelfth edition have been included.**

The new and updated readings provide high-interest topics that enrich and support the practice skills taught throughout the book. Students will relate to selections about battling procrastination, conserving earth's resources, managing stress

in college, technology addiction, success as an entrepreneur, managing interpersonal conflict, ancient native cultures of North America, as well as a short story about an adventurous young man with autism, and selections focusing on climate change, teacher education, and global religious practices.

- **New, short excerpts** that serve as examples and practice exercises focus on sports, teacher education, and other engaging, high-interest topics to freshen the practice exercises.
- **Strong emphasis on critical thinking.** Based on the urging of the reviewers, this edition retains two features from the twelfth edition of *Bridging the Gap* that **focus on critical thinking**. An updated **collection of themed readings** concludes Chapter 10: Critical Thinking. The introduction and readings in the collection explore the interwoven threads of **technology, crime, and ethics**, and challenge students to analyze, synthesize, and respond. In addition, **Think Critically About the Selection** follows each of the 28 long reading selections to encourage extended thinking about topics that are raised in the readings. In some cases, this feature connects with the **Write About the Selection** feature that also follows each reading.
- **Two new Concept Preps** appear in this thirteenth edition. Concept Prep for Science and Concept Prep for Criminal Justice offer useful information on these disciplines and provide important background knowledge.
- **New “Career Facts” boxes** are included within each of the Concept Preps in the book. These boxes include important information about careers, salaries, and job prospects for each of the disciplines covered.
- **Build Background Knowledge Using the Internet** is a revised feature that accompanies each of the longer readings in the text and gets students doing their own research on the Internet in order to develop background knowledge and enrich understanding.
- **Discussion, Exploration, and Everyday Life** is a new feature placed after each of the longer reading selections. These collaborative exercises offer students yet another way to relate to the readings by encouraging them to work with topics covered and explore how those topics relate to their everyday lives.

CONTENT AND ORGANIZATION

The thirteenth edition continues another tradition of previous editions by using actual college textbook material for instruction and practice. Designed for an upper-level course in college reading, each chapter introduces a new strategy, provides short practice exercises to teach it, and then offers practice through longer textbook selections.

Following the major restructuring in the twelfth edition, this thirteenth edition of *Bridging the Gap* begins with subjects that are critical to college reading success and then moves from lower to higher levels of Bloom’s Taxonomy to present students with gradually more challenging and sophisticated reading skills. Initial chapters discuss active academic learning, reading efficiency, and comprehension test-taking skills (Chapter 1), strategic reading and study (Chapter 2), organizing textbook material for study (Chapter 3), vocabulary (Chapter 4), main ideas and

supporting details (Chapter 5), and patterns of organization (Chapter 6). Later chapters teach inference (Chapter 7), point of view (Chapter 8), graphic illustrations (Chapter 9), and critical thinking (Chapter 10). The reading and study strategies discussions that appear early in the book stress the need to construct the main idea of a passage and to select significant supporting details. Exercises throughout the text reinforce and encourage “engaged thinking” with specific strategies to use before, during, and after reading. Annotating during reading and three different methods of organizing textbook notes for later study are explained and then reinforced in the remaining chapters. The critical thinking chapter brings all of the reading skills to bear on the essential ability to analyze and evaluate reading material.

FEATURES

- Actual **textbook selections** are used for practice exercises.
- **Many academic disciplines** are represented throughout, including psychology, history, communications, business, health, criminal justice, philosophy/religion, science, teacher education, and literature; the latter includes the essay, short story, poetry, and narrative forms, and persuasive and expository nonfiction forms.
- **Vocabulary is presented in context**; vocabulary exercises follow each of the longer textbook reading selections. In addition to the end-of-chapter **Vocabulary Booster** lessons, a broad range of **vocabulary development** topics and corresponding exercises are presented in Chapter 4.
- **Reader’s Tip** boxes give easy-to-access advice for readers, condensing strategies for improving reading into practical hints for quick reference.
- Each longer textbook reading selection has both **explicit and inferential questions**. Multiple-choice items are labeled as *main idea*, *inference*, *detail*, or *author’s purpose* questions.
- Although skills build and overlap, **each chapter can be taught as a separate unit** to fit individual class or student needs.
- Practice is offered on **identifying fallacies** and **recognizing and avoiding barriers to critical thinking** in the chapter on critical thinking (Chapter 10).
- The **capstone chapter on critical thinking** challenges students to analyze, evaluate, and respond to a variety of themed readings on the intersection of criminal justice, technology, and ethics.

Additional features include:

- A list of **Learning Objectives** introduces each chapter and provides clear direction and purpose for reading. The objectives then appear next to the related content, and they are summarized at the *end* of the skills portion of each chapter in the **Summary Points** section.
- **Brain Boosters** add brief, well-researched conclusions from neuroscientific research. They offer insights about how human brains learn and how to make the most of the brain’s power.
- In **Concept Preps**, key concepts in a variety of academic disciplines are matched with the subjects in many of the longer reading selections. These selected concepts, reflecting common knowledge that lies at the core of each academic

discipline, are also an important part of the shared cultural heritage of educated thinkers. Career-related information specific to the discipline is also included.

The purpose of this innovative feature is to develop schematic and prior knowledge for students' later academic success. For example, the Concept Preps for Psychology discuss people and ideas at the heart of every introductory psychology course, including Sigmund Freud's and Carl Jung's theories, Ivan Pavlov's discovery of, and experiments with, classical conditioning, and B. F. Skinner's behaviorism.

- **Establish a Purpose for Reading** preview activities connect text-to-self by asking students to recall prior knowledge and experiences, to make predictions, and to establish a purpose for reading.
- **Build Background Knowledge Using the Internet** challenges students to prepare for reading the longer selections by searching for pertinent information online and briefly recording their findings.
- **Think Critically About the Reading** challenges readers to extend and deepen their thinking about ideas that are raised in the long reading selections.
- **Write About the Selection** questions encourage text-to-self and text-to-world connections by asking students to make a personal link to the textbook selection or a link to larger global issues.
- **Discussion, Exploration, and Everyday Life** collaborative exercises encourage students to extend their thinking about topics within the longer reading selections and to connect them with their own experience.
- **Vocabulary Booster** activities at the end of each chapter focus on linking and learning words through word parts or word families. The lessons can be assigned weekly, and student progress can be measured using the assessment quizzes in the Instructor's Manual. In addition, the thirteenth edition includes more than 160 vocabulary words in context after the longer reading selections.
- **Many new photos** have been carefully chosen to amplify the exposition.
- A **Progress Chart** is located on the inside back cover of the book so that students can record their progress in understanding the longer reading selections.

THE TEACHING AND LEARNING PACKAGE

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- **Instructor's Manual.** This manual contains Vocabulary-in-context exercises to reinforce the words in the longer textbook selections. In addition, it includes four appendixes that further support student reading skills: 1. Making Sense of Figurative Language and Idioms for Native & Non-Native English Speakers; 2. Practice for Reading Efficiency; 3. Test-Taking Preparation; and 4. The Reading Workshop: Topics and Formats for Book Discussions. Available for download.
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- **Power Point Presentations.** Classroom presentations for each chapter. Available for download.
- **Answer Key.** The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download.

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1

Active Academic Reading

Learning Objectives

In this chapter, you will learn to:

- 1.1** Use active academic reading techniques
- 1.2** Improve concentration
- 1.3** Increase reading efficiency
- 1.4** Use active strategies before, during, and after a reading comprehension test
- 1.5** Recognize the question types on comprehension tests
- 1.6** Take control of your learning

Vocabulary Booster: Over, Under, Around, and Through



WHAT IS ACTIVE ACADEMIC READING?

Learning Objective 1.1

Use active academic reading techniques

Active academic reading is the purposeful use of attention, effort, strategies, and resources to learn through reading. Developing active reading habits is one of the best things that you can do to smooth your path through college. Professors expect students to read for background and depth to understand the information that professors provide during class time. Whether you read on a screen or a printed page, active reading will help you absorb ideas more thoroughly and more quickly.

In this chapter, we will discuss many factors that contribute to your ability to become an effective, active academic reader. First, however, let's consider what psychologists have to say about focusing your attention, thinking, and learning.

What Can We Learn from Cognitive Psychology and Neuroscience?

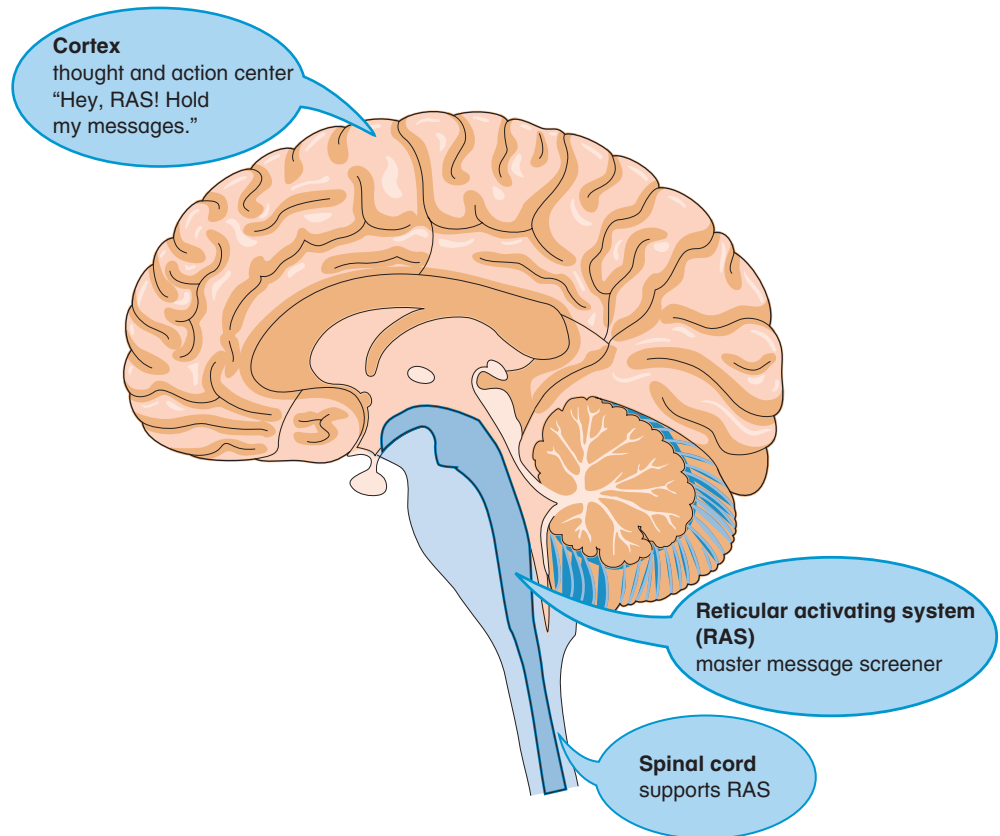
Cognitive psychology is the body of knowledge that describes how the mind works or, at least, how researchers think the mind works. Cognitive psychologists study how people process information from their five senses and how they think, learn, remember, express ideas, and solve problems. The information-processing model, which compares the human brain to a computer, has been useful to our understanding of brain function. However, as research continues, new concepts are also being developed.

Neuroscience is the scientific study of the molecular and cellular levels of the nervous system and of the systems within the brain. It includes the study of behavior produced by the brain. With the development of sophisticated medical imaging techniques, scientists can now view the changes that take place in the brain during cognitive, emotional, and physical activity. They can actually see what happens in the brain when people learn. Research in neuroscience is providing increasing information about the biological aspects of learning. The better we understand the process of learning, the more control we have over it.

How Does the Brain Screen Messages? Cognitive psychologists use the word *attention* to describe a student's uninterrupted mental focus. Thinking and learning, they say, begin with attention. During every minute of the day, millions of sensory messages bombard the brain. How does the brain decide which messages to pay attention to and which to overlook? At this moment, are you thinking about the temperature of the room, outdoor noises, or what you are reading? With all this information available to you at the same time, how can your brain choose what's most important?

BRAIN BOOSTER

Medical imaging techniques, such as PET scans, fMRI technology, EEGs, and newly developing methods, allow neuroscientists to "see" the brain as it works. These instruments have created an explosion of knowledge that helps us understand how we can make better use of our brains to attain our learning goals. Throughout this book, you will notice a feature called "Brain Booster." In these short pieces, you will find practical ways to keep your brain working at its best—all thanks to research in neuroscience. Look for boxes like this one for brain-boosting tips.



The brain relies on a dual command center to screen out one message and attend to another. Receptor cells send millions of messages per minute to your brain. Your reticular activating system (RAS)—a network of cells at the top of the spinal cord that runs to the brain—tells the cortex of the brain—the wrinkled outer layer that handles sensory processing, motor control, and memory storage—not to bother with most of the sensory input. For example, you are probably not aware at this moment of your back pressing against your chair or your clothes pulling on your body. Your RAS has decided not to clutter your brain with such irrelevant information and to alert the cortex only when there is an extreme problem, such as your foot going to sleep because you have been sitting on it.

The cortex can also make attention decisions and tell your RAS to hold some messages while you concentrate on others. How well are your RAS and cortex cooperating in blocking out distractions so that you can concentrate on learning?

Is Divided Attention Effective? Is it possible to do two things at once, such as watching television and doing homework? Is it safe to drive and talk on a cell phone? In a study on divided attention, researchers Rodriguez, Valdes-Sosa, and Freiwald¹ found that dividing your attention usually has a cost. You are more likely to perform one or both tasks less efficiently than if you were to concentrate

¹V. Rodriguez, M. Valdes-Sosa, and W. Freiwald, "Dividing Attention Between Form and Motion During Transparent Surface Perception," *Cognitive Brain Research* 13 (2002): 187–93.



Dividing your attention can have a cost. Researchers have found that the auto accident rate among people who drive while talking on the phone (including those texting or using headsets) is four times that of drivers who do not use the phone while they drive. As a result, many states have made it illegal to use a cell phone while driving.

on a single task. Likewise, extensive studies on cell phone use while driving confirm the old adage, “You can’t do two things at once and do them well.”

Can Tasks Become Automatic? Can you walk and chew gum at the same time? Does every simple activity require your undivided attention? Many tasks—walking, tying shoelaces, and driving a car, for example—begin under controlled processing, which means that they are deliberate and require concentrated mental effort to learn them. After much practice, however, such tasks become automatic. Driving a car is

BRAIN BOOSTER

Are You Paying Attention?

Of course you are! Human brains are always attending to something. Perhaps the question should be, “What are you paying attention to?” Keeping our focus on a classroom lecture, a reading assignment, or a project is sometimes a struggle, but paying attention is critical to learning. Research tells us that two factors are most important to paying attention: meaning and emotion. So, think of a way to connect new information to something that you already know. Recognizing your crazy Uncle Charlie in something you studied in psychology class will help you understand and remember it. Think of how you can apply a new concept at work or in your personal life. These are ways to give real meaning to what you’re learning. Likewise, link emotion to new concepts with a funny story, an interesting case study, or a real-life concern. Studying or sharing a new idea with a friend also lends emotional energy to learning. $\text{Meaning} + \text{Emotion} = \text{Attention}$. Make the equation work for you!

—Adapted from Patricia Wolfe, *Brain Matters*.

a learned behavior that researchers would say becomes an automatic process after thousands of hours of experience. You can probably drive and listen to the radio or a CD at the same time, but it is not a good idea to drive and talk on a cell phone at the same time. Similarly, a skilled athlete can dribble a basketball automatically while also attending to strategy and position. Attention is actually not divided because it can shift away from tasks that have become automatic.

Automatic Aspects of Reading. The idea of doing certain things automatically is especially significant in reading. As a first-grade reader, you had to concentrate on recognizing letters, words, and sentences, as well as trying to construct meaning. After years of practice and overlearning, much of the recognition aspect of reading has become automatic. You no longer stop laboriously to decode each word or each letter. For example, when you look at the word *child*, you automatically think of the meaning. Thus, you can focus your mental resources on understanding the message in which the word appears, rather than on understanding the word itself.

Help Your Brain Absorb New Information

Academic reading can be frustrating because it is not as automatic as everyday reading. For example, you may read through the sports section of your local newspaper with ease but stumble through a textbook chapter on human physiology. College textbooks often contain many unfamiliar words, new ideas, and complex concepts that the brain cannot automatically process. However, using the four strategies explained here can prepare your brain to accept, understand, and remember what you read.

Strategy #1: Preview Your Textbooks. Give yourself a head start on understanding the organization and content of your college textbooks with just a few quick steps: (1) Notice the cover and title. (2) Glance at the title page. What can you learn about the authors from the information on this page? (3) Do the flip: Quickly rifle the pages from the back to the front. What pops out? Are there pictures, exercises to complete, repeated features? (4) Examine the table of contents. What are the major topics? Is there a pattern to their order or content? Notice the features at the end of the book. Is there an index, a glossary of terms, an answer key?

EXERCISE 1.1

Preview This Textbook for the Big Picture

Preview this textbook to get an overview of its scope and its sequence of topics. Think about how the chapter topics fit the goals of college reading. Glance at the chapters to get a sense of the organization and then answer the following questions:

1. How many chapters are in this text? Which ones do you think will be especially useful for you? _____
2. What seems to be the purpose of the Reader's Tip boxes throughout the text?

3. Does the text have specific exercises to help build vocabulary? Where are they located? _____

4. Which chapter provides information about determining main ideas?

5. What is the purpose of the Brain Booster feature in the blue boxes?

6. Where do reading selections from history, science, and a variety of college subjects appear? _____

7. What is on the inside of the back cover? _____

Strategy #2: Learn New Vocabulary Early. Your attention to a book's message can be interrupted by the need to attend to unknown words, creating the dilemma of trying to do two things at once—trying to figure out word meaning as well as trying to understand the message. After the break in concentration, you can regain your focus, and little harm is done if such breaks are infrequent. However, frequent interruptions in the automatic aspect of reading can undermine your ability to concentrate on the message. Thus, mastering the jargon or vocabulary of a new course early on can improve your concentration. Make a list of terms that are repeated in your textbooks and by your professors. Use either printed or online flash cards to learn their meanings.

Strategy #3: Read Assignments Before Class. Activate your knowledge on the subject before class by reading homework assignments. Look at the illustrations and read the captions. Jot down several questions that you would like to ask the professor about the reading so that the lecture and class discussion can enhance your newly created knowledge network. Be aware that professors may not give a specific reading assignment, but they still expect you to read the textbook and other required materials for the course.

Strategy #4: Review Lecture Notes Before Class. *Always, always,* review your notes before the next class period. Review them with a classmate during a break, on the phone, or via e-mail. Fill in gaps and make notations to ask questions and resolve confusion. This habit helps to consolidate the information. That is, it unites new and existing information to expand knowledge networks in your brain.

POOR CONCENTRATION: CAUSES AND CURES

Learning Objective 1.2

Improve concentration

Knowing how to concentrate is critical to college success. Concentration is a skill that is developed through self-discipline and practice. It is a habit that requires time and effort to develop for consistent success. Athletes must have it, surgeons must have it, and successful college students must have it. *Concentration is essential for active academic reading and learning.*

Concentration can be defined as the process of *paying attention*—that is, focusing full attention on the task at hand. Someone once said that the mark of a genius is the ability to concentrate completely on one thing at a time. This is easy if the task is fun and exciting, but it becomes more difficult when you are required to read something that is not very interesting to you. In such cases, you may find yourself looking from word to word and spacing out.

Students frequently ask, “How can I keep my mind on what I’m doing?” Or they say, “I finished the assignment, but I don’t understand a thing I read!” The best way to increase concentration is to first identify external and internal distractions and then use a series of practical short- and long-range planning strategies to address these distractions.

External Distractions

External distractions are the temptations of the physical world that divert your attention away from your work. They are the people in the room, the noise in the background, the time of day, electronic distractions such as texts, e-mails, and social media, or your place for studying. To control these external distractions, you must create an environment that says, “This is the place and the time for me to get my work done.”

Create a Place for Studying. Start by establishing a private study cubicle; it may be in the library or learning center, at the kitchen table, or in your bedroom. Wherever your study place is, choose a straight chair and face the wall. Get rid of electronics that you don’t need for study and other temptations that trigger the mind to think of play. Stay away from your bed because it triggers sleep. Spread out your papers, books, and other symbols of studying, and create an atmosphere in which the visual stimuli signal work. Be consistent by trying to study in the same place at the same time.

Use a Calendar, Assignment Book, or Smartphone. At the beginning of the term, record dates for tests, papers, and special projects on some kind of planner, such as a print or electronic calendar, assignment book, or smartphone. Use your planner to organize all of your course assignments, and set electronic reminders in advance of deadlines. The mere sight of your planner will remind you of the need for both short- and long-term planning. Your first job is to devise a plan for being ready.

Schedule Weekly Activities. Successful people do not let their time slip away; they manage time, rather than letting time manage them. Plan realistically and then follow your plan. After calculating the total study hours needed using the formula below, complete the weekly activity chart shown on the next page:

1. Enter your classes and all other fixed commitments such as work hours into the chart.
2. Calculate the number of study hours you should plan.

Number of classes I’m taking:	_____
Number of hours each class meets each week:	× _____
Total hours in class each week	= _____
Two study hours for each hour in class (some experts recommend three hours of study for each hour in class)	× <u> 2 </u>
Total number of study hours I should plan each week	=

3. Distribute your total recommended study hours in reasonable places during the week. Make good use of time between classes as well as the longer blocks of time.
4. When you have a workable schedule, make copies of it.

Each week, make a list of the class assignments, divide them into small tasks, and write them into the schedule during the study hours that you have already planned. Be specific about each task (e.g., “read first half of Ch. 8 in psychology, brainstorm research paper topic for English”). Always include time for a regular review of your lecture notes.

WEEKLY ACTIVITY CHART							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00–8:00							
8:00–9:00							
9:00–10:00							
10:00–11:00							
11:00–12:00							
12:00–1:00							
1:00–2:00							
2:00–3:00							
3:00–4:00							
4:00–5:00							
5:00–6:00							
6:00–7:00							
7:00–8:00							
8:00–9:00							
9:00–10:00							
10:00–11:00							
11:00–12:00							

Examinations require special planning. Many students do not realize how much time it takes to study for a major exam. Spread out your studying over several days and avoid last-minute cramming sessions late at night. Plan additional time for special projects and papers to avoid deadline crises.

Even though it is not necessary to write this on the chart, remember that you need short breaks. Research shows that studying in chunks rather than long spans is most efficient. Try the 50:10 ratio—study hard for 50 minutes, take a 10-minute break, and then promptly go back to studying for another 50 minutes.

Internal Distractions

Internal distractions are the concerns that come repeatedly into your mind as you try to keep your attention focused on an assignment. You have to run errands, do laundry, send e-mails, make telephone calls, and pay bills. How do you stop worrying about getting an inspection sticker for the car or about picking up tickets for Saturday’s ball game when you need to be concentrating completely on your class assignment?

Make a “Worry” List. To gain control over mental disruptions, make a list of what is on your mind and is keeping you from concentrating on your studies. Jot down on paper your mental distractions and then analyze each one to determine if immediate action is necessary or possible. If you decide that you must do something right away, get up and do it. It will have been worthwhile if the quality of your study time—your concentration power—has improved.

For a big problem that you can’t tackle immediately, ask yourself, “Is it worth the amount of brain time that I’m dedicating to it?” Take a few minutes to think and make notes about possible solutions. Jotting down necessary future action and forming a plan of attack will help relieve the worry and clear your mind for studying.

Make a “To Do” List. Right now, list five things that are on your mind that you need to remember to do. Many successful people start each day with such a **To Do List**, (and some make a list before they go to sleep at night). Rank the activities on your list in order of priority and then do the most important things first.

To Do List	Sample
1.	1. <i>Get hair cut</i>
2.	2. <i>Do rough draft of essay</i>
3.	3. <i>Revise rough draft</i>
4.	4. <i>Finish math homework</i>
5.	5. <i>Pay phone bill</i>

Increase Your Self-Confidence. Saying “I’ll never pass this course” or “I can’t get in the mood to study” is a huge internal distraction and the first step to failure.