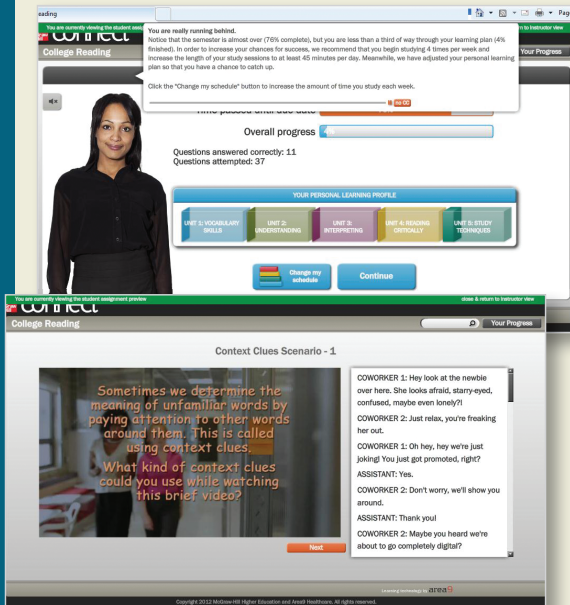


Preface

Opening Doors . . .

Moving Students into College-Level Reading

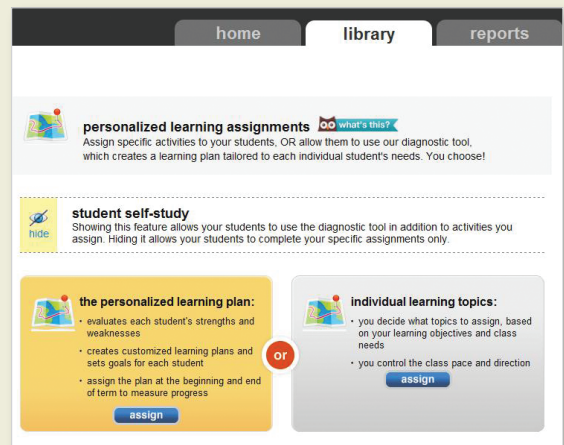
OPENING DOORS PAIRED WITH CONNECT READING 2.0 OFFERS PERSONALIZED LEARNING



Powered by Connect Reading, students gain access to our groundbreaking personalized learning plan, which supports differentiated instruction. With a simple diagnostic test that assesses student proficiencies in five core areas of Vocabulary Skills, Understanding, Interpreting, Reading Critically, and Study Techniques, students' responses generate a self-guided, adaptive plan of contextualized reading lessons, videos, animations, and interactive exercises tailored to their specific needs.

Embedded reading selections across the academic disciplines prepare students for future coursework, and real-world videos and examples bring relevance to the students' work to further engage them and generate in-class discussion. Informed by metacognitive learning theory, the personalized learning plan continually adapts with each student interaction, while built-in time management features make students more productive, keep them on track, and ensure that they progress steadily to achieve course goals.

Built around common national learning objectives and designed to increase student readiness, motivation, and confidence, Connect Reading may be used in conjunction with any course material. This flexible content and format works well in traditional course settings, hybrid and online courses, or redesign models including accelerated courses, supplemental instruction, and emporium/lab-based environments. Instructors may assign individual learning topics in the personalized learning plan for weekly coursework or the holistic personalized learning plan for individualized instruction.



Additionally, the Connect Reading eBook contains 12 modules on learning and the brain in Chapter 14.

In *Opening Doors*, personal learning plan icons appear next to the first heading of any chapter with related content.



The detailed table of contents for this book includes Connect Reading 2.0 Personal Learning Plan Correlation Guides for each chapter. These guides beneath each chapter title provide instructors with a list of units, individual learning topics, and learning objectives in the personalized learning plan that relate directly to content in the chapter.

OPENING DOORS EMPHASIZES PRACTICE

This new edition of *Opening Doors* contains more practice exercises. The new Checkpoint feature allows students to gain experience and practice with skills before they move to the Test Your Understanding sections. Ten new Essential Skills Review Tests (at the back of the book) allow students to apply multiple skills to 3- to 5-paragraph passages.

Extensive and varied exercises accompany every reading selection in *Opening Doors* to prepare students to read the selection and, afterward, give them opportunities to apply comprehension, vocabulary, and study skills.

CHECKPOINT Locating the Stated Main Idea

Directions: To determine the stated main idea, read each paragraph carefully and then ask yourself, “What is the most important point the author wants me to understand about the topic of this paragraph? (Notice that you are told the topic of each paragraph.) Then select the answer choice that expresses the main idea and write the letter in the space provided.

1. This paragraph comes from a United States government textbook:

One area in which African Americans have made substantial progress since the 1960s is elective office. Although the percentage of black elected officials is still far below the proportion of African Americans in the population, it has risen sharply over recent decades. There are now roughly 600 black mayors and more than 40 black members of Congress. The most stunning advance, of course, was the election of Barack Obama in 2008 as the first African American president.

Source: Adapted from Thomas E. Patterson, *The American Democracy*, Alternate Edition, 10e, p. 137. Copyright © 2011 by The McGraw-Hill Companies, Inc. Reprinted with permission of The McGraw-Hill Companies, Inc.

The topic of this paragraph is *African Americans in elective office*.

What is the stated main idea of this paragraph?

- The most stunning advance, of course, was the election of Barack Obama in 2008 as the first African American president.
- There are now roughly 600 black mayors and more than 40 black members of Congress.
- One area in which African Americans have made substantial progress since the 1960s is elective office.
- African Americans are still underrepresented in elective office.

2. This paragraph comes from a wellness textbook:

People often ask, “What makes a good marriage?” Is there a key trait that characterizes a successful marriage? Researchers have identified several patterns in “high-quality,” or well-balanced, marriages. Some of these married people tend to focus their energies on joint activities. Their strongest wish is to spend time together, yet they also strike a balance between privacy and togetherness. Other couples focus their energies on being parents and on raising their children. Some dual-career couples, although they spend much of their energy on their individual careers, develop intimacy by sharing what is going on in their work.

Source: Adapted from Marvin R. Levy, Mark Dymun, and Janet H. Shreffels, *Targeting Wellness: The Core*, p. 122. Copyright © 1992 by The McGraw-Hill Companies, Inc. Reprinted with permission of The McGraw-Hill Companies, Inc.

OPENING DOORS EMPHASIZES ENGAGING READINGS

Reading selections were chosen for their excellence, student relevance, and value in helping students expand their knowledge base in a variety of academic subjects and on a variety of contemporary topics. In addition to updating introductions for a number of selections, the following new and updated reading selections include accompanying exercises, quizzes, and activities:

- 1.1** “Why Go to College?” (*Student Success*)
- 4.2** “Classes without Walls: Distance Learning” (*Student Success*)
- 6.2** “Quacks and Quackery” (*Health*)
- 9.2** “Your Financial Wellness” (*Health*)
- 9.3** “Our Ecological Footprint: Do We Consume Too Much?” (*Environmental Science*)

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PART 2 Comprehension

SELECTION 9.2: YOUR FINANCIAL WELLNESS

Wellness is a term that is often used to refer to a person's health, fitness, and lifestyle activities. And there are, indeed, many dimensions of wellness: physical wellness, emotional wellness, intellectual wellness, interpersonal wellness, spiritual wellness, and environmental wellness. But have you ever considered assessing your financial wellness? In this selection from a health textbook, the authors explain the basic elements of financial wellness and discuss how you can become financially “healthy.”

1 With the news full of stories of home mortgage foreclosures, credit card debt, and personal bankruptcies, it has become painfully clear that many Americans do not know how to manage their finances. Are such stressful experiences inevitable in today's world? Not at all. You can avoid them—and gain financial peace of mind—by developing the skills that contribute to financial wellness.

2 What exactly is financial wellness? Basically, it means having a healthy relationship with money. It involves such skills as knowing how to manage your money, using self-discipline to live within your means, using credit cards wisely, staying out of debt, meeting your financial obligations, having a long-range financial plan, and saving. It also includes managing your emotional relationship with money and being in charge of your financial decisions. If you haven't developed these skills yet, now is the time to start.

Learn to Budget

3 Although the word “budget” may conjure up thoughts of deprivation, a budget is really just a way of tracking where your money goes and making sure you're spending it on the things that are most important to you. Basic budgeting worksheets are available online, but you can also just use a notebook with lined paper. On one page, list your monthly income by source (for example, job, stipend, or parental aid), and on another, list your expenditures. If you're not sure where you spend your money, track your expenditures for a few weeks or a month. Then organize them into categories, such as housing (rent, utilities), food (groceries, eating out), transportation (car, insurance, parking, public transportation), entertainment

Annotation Practice Exercises

Directions: For each of the exercises below, think critically to answer the questions. This will help you gain additional insights as you read.

Practice Exercise

Do the authors present a statement of *fact* or *opinion* in the last sentence of paragraph 2?



The best way to avoid credit card debt is to have just one card, to use it only when necessary, and to pay off the entire balance every month.

WHAT ELSE IS NEW IN THIS EDITION

In addition to incorporating the Connect Reading personalized learning plan, increasing the number of exercises, and updating the reading selections, *Opening Doors* includes the following enhancements:

- Thirteen new single-paragraph **Embedded Exercises** in Chapters 4 through 9. These excerpts are accompanied by open-ended, respond-in-writing exercises that provide immediate application of the skills presented in each chapter.
- Six new 5-question **Checkpoint** assessments, one each in Chapters 4 through 9. Multiple-choice exercises check students' understanding of the skills presented in each chapter. Because they target specific chapter skills, these easy-to-score activities provide additional practice and helpful feedback to both students and instructors.
- Ten new 10-question **Essential Skills Review Tests** at the end of the book. Each of these multiple-choice tests encompasses the vocabulary skills presented in Chapter 2 and the comprehension and critical reading skills presented in Chapters 4 through 9. This recursive review and/or assessment of essential skills allows students to strengthen and refine their skills, as well as see their progress. Tests can be assigned as homework or supplemental work, or used as collaborative in-class activities.
- Six new 10-question **Test Your Understanding** comprehension exercises, one each in Chapters 4 through 9. These open-ended, respond-in-writing exercises target the skills presented in each chapter. Because these are open-ended, they simulate what students must do when they deal with actual textbooks. They also provide opportunities for students to become more precise in their writing.
- Updated "Read More about This Topic Online" section at the beginning of each reading selection. These suggest key search words to encourage students to discover more about each topic on their own. Also included is an introduction to conducting online searches and evaluating websites.
- New **Reading Skills Competency Chart**. This comprehensive, color-coded chart is conveniently placed at the beginning of the text. It allows instructors and students to quickly locate specific reading, vocabulary, critical thinking skills, and study skills wherever they occur in the book. Specific competencies can be easily accessed for targeted instruction, review, and preparation for standardized or state-mandated tests.
- New **Assignment Sheet and Progress Record**. Located on the inside back cover, this score summary sheet allows students to record their scores and track their progress on the text's assessment exercises, reading selections, and multiple-skills tests.

HALLMARK FEATURES

Designed to help students who read at a precollege level to move into college-level reading, the seventh edition of *Opening Doors: Understanding College Reading* teaches a systematic way of approaching college textbook material. While the scope of this book is broad, the focus is on the most crucial skill for successful college reading: comprehension. Comprehension skills are introduced early in the text and are integrated throughout the subsequent chapters. This enables students not only to learn the skills but also to practice extensively with them.

Although *Opening Doors* is designed for developmental readers, we continue to use primarily college textbook excerpts and other materials of the type students are likely to encounter in their content-area courses. We present selections that not only are interesting and appropriate but also help students expand their knowledge base in a variety of academic subjects and on a variety of topics.

Effective teaching hinges on providing the delicate balance between challenge and support. Some selections may be a slight stretch for students. This is intentional: It provides the opportunity for growth. With coaching and guidance from the instructor, students can comprehend the selections. They appreciate dealing with college-level material; they know it is what they will encounter in their other college courses. This type of practice enables them to transfer skills to other courses and gain the confidence that comes from experience.

The following hallmark features have been retained in the seventh edition:

- Direct instruction and scaffolded approach provide clear explanations and understandable examples.
- Recursive, integrated application of skills provides ample practice.
- Comprehensive coverage of reading for understanding, critical thinking, vocabulary, and study skills is incorporated.
- Numerous **textbook excerpts and longer passages** allow for application of reading and study skills.
- **Chapter Review Card** activity following each chapter provides a structured review of the essential concepts presented.
- The **Test Your Understanding** exercises appear in Chapters 4 through 9. These multiple-choice and open-ended exercises provide immediate feedback on students' understanding of chapter concepts. Students can check their comprehension immediately after completing the chapter and before starting the reading selections.
- Thorough treatment of **authors' writing patterns** is provided, including *list pattern* (division/classification), *sequence/time order pattern* (process), *definition pattern* (definition-example), *comparison-contrast pattern* (ideas in opposition), *cause-effect pattern*, and *spatial order pattern* (place order).
- Thorough treatment is given to **other writing patterns**. Many standardized tests, such as state-mandated ones and course exit tests, include patterns beyond the basic ones; the patterns now addressed are the *addition pattern*, the *generalization and example pattern*, the *statement and clarification pattern*,

the *summary pattern*, and the *mixed pattern*. Patterns beyond the basic ones are introduced in a separate section giving instructors flexibility as to whether they use them and to what extent. Awareness of writing patterns also enhances students' own writing.

- Thorough treatment is given to **relationships within and between sentences**, including *clarification, example, addition, sequence, comparison-contrast, cause-effect, problem-solution, spatial order, summary/conclusion, and concession*.
- **Twenty-seven full-length reading selections** are included (3 in each of the first nine chapters)
- **Reading Selection Quizzes** are included for the 27 reading selections in Chapters 1 through 9.

These 25-question quizzes contain three parts:

Comprehension

Ten questions much like those that a content-area instructor (such as a psychology professor) would expect students to be able to answer after reading the selection.

Vocabulary in Context

Ten questions that test students' ability to determine the meaning of a word by using context clues.

Reading Skills Application

Five questions that test the ability to apply certain reading skills to the material in the selection. These are the types of questions that appear on standardized reading tests, exit tests, and state-mandated basic skills tests.

- Annotation Practice Exercises and Respond-in-Writing Exercises that accompany each reading selection integrate writing and reading by calling for written responses and the formulation of the selection's overall main idea. Respond in Writing Exercises include collaborative options.
- Thorough treatment of the SQ3R Study System and an enhanced section on the Three-Step Process for Reading and Studying Textbooks are included. SQ3R, a familiar, long-standing study system, is introduced in Chapter 3; this is followed by an in-depth presentation of an effective three-step process in Chapter 10. This comprehensive approach provides effective, step-by-step procedures for approaching college textbook reading assignments (Chapters 3 and 10) and preparing for tests (Chapter 11).
- Thorough treatment of Interpreting Graphs and Visual Aids is offered in Chapter 10. Coverage of this topic is now more comprehensive, which is especially important since more people today get news and information from the Internet and increasingly in graphic form. Younger college students in particular get their information this way and need help in interpreting and evaluating it.
- A chapter-length Reading Selection (in Chapter 10) includes annotation, outlining, mapping, and note-taking exercises.

- Vocabulary and study skills are presented as they relate to learning from college textbooks and other college-level materials.
- Coverage of all skills typically included on state-mandated reading competency tests, as well as tips for scoring well on standardized reading tests, is provided.
- Consistency in philosophy and approach with *New Worlds* and *Exercise Your College Reading Skills*, other reading improvement textbooks in the Elder/Cortina series, is maintained.

SUPPLEMENTS TO *OPENING DOORS*

Annotated Instructor's Edition (AIE)

The AIE contains the full text of the student edition of the book with answers as well as an Instructor Guide at the front, marginal Teaching Tips, Timely Words, and relevant quotations.

Downloadable Instructor Supplements

A revised **Online Learning Center** contains a list of readings organized thematically and correlated with Connect Reading eBook readings, updated PowerPoints for each chapter, an updated instructor test bank with chapter quizzes, and the following **Supplemental Reading Selections** with questions that may be assigned as extra practice exercises or used as tests:

“America’s Most Popular Drug: Caffeine”

From *Having Our Say: The Delany Sisters’ First 100 Years*

“Latinos: An Emerging Influence in the United States”

“The Decision to Marry”

“Diabetes”

“Cultural Diversity: Family Strengths and Challenges” (chapter-length reading selection)

Full-Length Textbook Chapters and Pedagogy to Customize *Opening Doors*

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	Textbook/Edition/Author/Copyright/Content Area	Chapter Number and Title	No. of pages
#1	Choosing Success in Community College and Beyond , 1st Ed., 2012 by Rhonda Atkinson and Debbie Longman (<i>Student Success</i>)	Ch 12: "Exploring Career Options and Opportunities," pp. 276–95	20
#2	Business and Administrative Communication , 10th Ed., 2013 by Kitty Locker and Donna Kienzler (<i>Business</i>)	Ch 1: "Succeeding in Business Communication," pp. 2–24	23
#3	Emergency Medical Technician , 2nd Ed., 2011 by Barbara Aehlert (<i>Allied Health</i>)	Ch 16: "Scene Size-Up," pp. 310–23	14
#4	Computing Essentials 2013: Making IT Work for You , Introductory Ed. by Timothy O'Leary and Linda O'Leary (<i>Information Technology</i>)	Ch 1: "Information Technology, the Internet, and You," pp. 2–28	27
#5	Think Criminology , 1st Ed., 2012 by John Fuller (<i>Criminology</i>)	Ch 1: "Thinking Critically about Crime," pp. 2–15	14
#6	Think: Critical Thinking and Logic Skills for Everyday Life , 2nd Ed., 2012 by Judith Boss (<i>Critical Thinking</i>)	Ch 10: "Marketing & Advertising," pp. 308–37	30
#7	Connect Core Concepts in Health , 12th Ed., Brief, 2012 by Paul Insel and Walton Roth (<i>Health</i>)	Ch 15: "Conventional and Complementary Medicine," pp. 362–83	22

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We wish you success in using *Opening Doors* to prepare your students to read textbooks effectively and to be more successful in college. We hope the endeavor will be enjoyable and rewarding for both you and your students.

A new edition of any textbook is the result of the efforts of many talented individuals, and we are fortunate to have worked with so many uniquely skilled and dedicated people. We are grateful to our new editor, Executive Brand Manager Kelly Vilella-Canton, who deftly picked up the reins mid-project and applied her considerable energy, insight, and technological savvy to the enterprise. We thank Dawn Goldwater, Senior Director of Development, for graciously stepping in during the interim between editors. Also instrumental in the early stages was Development Editor Anne Leung, who helped get the project off to a successful start. Nor could we have asked for a more competent, congenial, and astute production team than Senior Production Editor Carey Eisner and Full Service Production Manager Melanie Field. From start to finish, working with them was a joy. We also thank copy editor Thomas Briggs for braving the many complex changes to this new edition. The efforts of Senior Designer Matt Diamond and Cover/Interior Designer Laurie Entringer are reflected in the pleasing new design and format of this edition of *Opening Doors*. In addition, we greatly appreciate the contributions of Text Permissions Editor Lori Church, Content Licensing Specialist Jeremy Cheshareck, photo researcher par excellence Ira Roberts, Marketing Manager Jaclyn Elkins, and Editorial Coordinator Dana Wan, who cheerfully handled various matters along the way. And, as ever, we are grateful to our longtime McGraw-Hill friend, the multi-talented Paul Banks, Director of Developmental English.

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