

 CENGAGE

Eighth Edition

A Community of Readers

A Thematic Approach to Reading

Roberta Alexander | Jan Jarrell

A Community of Readers

A Thematic Approach to Reading



Eighth Edition

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

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

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

Medina, “Looking into Your Brain”

National Institutes of Health, “Stressed Out?”

BUSINESS

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Firfiray, “Microchips Aren’t Just for Robots”

Jackson, “The National Eating Disorder”

COLLEGE SUCCESS

Downing, “Success in College: You Decide”

Downing, “Understanding Emotional Intelligence”

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

Ellis, “Your Memory and Your Brain”

Hales, “A Personal Stress Survival Guide”

Kanar, “Building Skills for Confident Communication”

COMMUNICATION

Abdi, “I Swallowed My Voice”

Kanar, “Building Skills for Confident Communication”

Tannen, “Sex, Lies, and Conversation”

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

COMPUTERS AND TECHNOLOGY

Beekman and Beekman, “The Robot Revolution”

Firfiray, “Microchips Aren’t Just for Robots”

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

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

CRIMINAL JUSTICE AND LAW

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

Firfiray, “Microchips Aren’t Just for Robots”

Gish, “The Falsely Accused on Death Row”

Kristof, “Imprisoned for Trying to Save His Son”

Martin et al., “Lizzie Borden, Murderer”

Medina, “Looking into Your Brain”

Rhodes, “Women Who Misbehave”

ECONOMICS

Ferrante, “Life and Death in an Indian City”

Firfiray, “Microchips Aren’t Just for Robots”

Jackson, “The National Eating Disorder”

May, “How Sweet It Isn’t”

Parker, “Planet or Plastic?”

Rao, “Waste Not”

EDUCATION

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Downing, “Understanding Emotional Intelligence”

Eudy, “Signing for a Revolution: Gallaudet University and Deaf Culture”

Kanar, “Building Skills for Confident Communication”

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ENVIRONMENTAL STUDIES

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Parker, “Planet or Plastic?”

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

Eudy, “Signing for a Revolution: Gallaudet University and Deaf Culture”

Firfiray, “Microchips Aren’t Just for Robots”

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Cisneros, “Sally”

Espada, “Rage”

Rhodes, “Women Who Misbehave”

Staples, “Black Men and Public Space”

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Rhodes, “Women Who Misbehave”

Staples, “Black Men and Public Space”

Young, “Food for Thought”

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Jackson, “The National Eating Disorder”

May, “How Sweet It Isn’t”

Rao, “Waste Not”

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

Young, “Food for Thought”

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Gish, “Falsely Accused on Death Row”

Kristof, “Imprisoned for Trying to Save His Son”

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Downing, “Understanding Emotional Intelligence”

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

Jackson, “The National Eating Disorder”

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

Medina, “Looking into Your Brain”

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

SOCIOLOGY

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Espada, “Rage”

Eudy, “Gated Developments: Fortresses or Communities?”

Eudy, “Signing for a Revolution”

Readings by Discipline

Ferrante, “Life and Death in an Indian City”

Gish, “The Falsely Accused on Death Row”

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

Staples, “Black Men and Public Space”

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

URBAN STUDIES

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Eudy, “Gated Communities: Fortresses or Communities?”

Ferrante, “Life and Death in an Indian City”

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

Peters, “Will You Become a Climate Refugee?”

To the Instructor

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

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

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

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

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

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

NEW TO THE EIGHTH EDITION

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

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

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

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

HALLMARK FEATURES

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

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

To the Instructor

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

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

MINDTAP FOR A COMMUNITY OF READERS

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

This MindTap includes the following features:

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

INSTRUCTOR’S COMPANION WEBSITE

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

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To the Student

WELCOME TO A COMMUNITY OF READERS

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

WHY IS READING SO IMPORTANT?

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

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

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

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

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

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

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

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

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

Welcome to *A Community of Readers!*