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Reading and Writing About Contemporary Issues

Third Edition

Kathleen T. McWhorter
Niagara County Community College



Sample Preface. Do Not Distribute.

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Preface

PURPOSE

The third edition of *Reading and Writing About Contemporary Issues* offers an integrated approach to reading and writing, using a handbook for reference and instruction followed by readings for analysis and writing. The nonfiction readings are organized into units that focus on contemporary issues. Chosen to interest and motivate students, they are drawn from books, textbooks, periodicals, popular magazines, newspapers, Web sites, and internet sources with the objective of providing stimulating and challenging readings that enable students to apply reading and critical-thinking skills and respond to text through writing. The book also offers a multi-disciplinary casebook of readings on the topic of globalization and a brief skill refresher review of grammar and correctness.

Addressing Changing Needs of Readers and Writers

College readers and writers continue to face new challenges. Increasingly more reading is being done online. Online reading requires modification and adaptation of skills to suit the digital delivery mode. Online reading also demands an increased vigilance for unreliable or inaccurate sources. The third edition of *Reading and Writing About Contemporary Issues* addresses these concerns through new instructional material in Part One on developing digital reading skills and on recognizing fake news. The society in which we live is rapidly changing; it presents us with new opportunities and technologies previously never thought possible. However, our society also presents us with risks and dangers. Several new readings in Part Two address both technological innovations and possible threats to personal safety and security.

Re-Visioning *Reading and Writing About Contemporary Issues* for the Third Edition for Course Redesign

The third edition of *Reading and Writing About Contemporary Issues* was written in response to the continuing changes in the fields of reading, writing, and composition. Course redesign is occurring within both developmental writing and first-year composition classes. The ALP (Accelerated Learning Program) co-requisite model is being widely adopted due to state mandates, institutional or departmental policies, and individual instructor choice. Fewer classes are being offered in developmental reading and writing, and students who formerly were enrolled in those developmental classes are now placed in first-year composition classes while enrolling simultaneously in an additional instructional support course.

In the ALP model, instructors of the co-requisite sections have found that they must provide supplemental instruction in reading and writing skills to enable students to handle the demands of the first-year composition classes. *Reading and Writing About Contemporary Issues* guides instructors in providing the extra reading and writing skills that students are lacking. The handbook in Part One provides concise review of essential reading and writing skills, and the apparatus preceding and following each of the readings in Part Two offers guided reading and writing instructional support. Part Three, A Multi-Disciplinary Casebook on Globalization, enables instructors to focus on comparison, synthesis, and evaluation of ideas using a set of closely related readings. Part Four, a set of skill refreshers, offers writers a review of essential points of grammar and correctness.

Developmental reading and writing courses continue to evolve as well, more strongly emphasizing the integration of reading and writing. These courses are also moving away from drill and practice instruction, instead embracing a readings-based model that emphasizes contextualized learning. *Reading and Writing About Contemporary Issues* is well-suited to both integration and a readings-based approach, with the largest portion of the book devoted to themed readings that teach both reading and writing skills through pre- and post-reading activities and questions.

NEW TO THE THIRD EDITION

Significant changes have been made throughout the book.

Changes to Part One: A Handbook for Reading and Writing in College

- **NEW Coverage of Digital Reading Skills.** Because students are asked to read both academic and everyday sources online, digital reading skills are essential to today's college students. A new section in Chapter 1 examines the differences between reading print and digital text and offers numerous strategies for adapting reading skills to accommodate the characteristics of digital text.
- **NEW Coverage of Fake News.** Because Internet postings are seldom monitored or screened for reliability or accuracy, fake news has become an issue of growing concern. In fact, fake news has become a current topic of discussion and debate in many academic communities. A new section in Chapter 9 defines fake news, offers examples, and suggests strategies for identifying fake news.
- **NEW Self-Test End-of-Chapter Summaries.** The chapter summaries in Part One have been revised to facilitate interactive self-testing. Key points of chapter content are presented in question form. Students are encouraged to cover the column that contains the answers, answer each question, and then check to verify that their recall is accurate and complete. Self-testing provides a form of review and rehearsal, both of which enhance recall and retention.

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- **NEW Shared Writing Coverage.** A new section in Chapter 2 describes how to use Google Docs to create and share word processed documents and discusses its use in a writing class.
- **Updated passages.** Numerous textbook practice excerpts and passages have been changed to reflect more contemporary issues.

Changes to Part Two: Reading and Writing About Contemporary Issues

- **NEW Chapter 11 Marginal Commentary.** Each of the three readings in Chapter 11 contain marginal commentary that demonstrate to students the kinds of thinking that should occur as they read. Using both statements and questions, these prompts model the kinds of thinking that should occur while reading. The marginal commentary is focused as follows:
 - **Reading 1 Essential Literal Comprehension Skills.** The first reading demonstrates the thinking that occurs in applying essential literal comprehension skills, including paragraph and essay organization. Specifically, students learn the function of headings, examine word meaning, identify topics, details, transitions, and theses, and consider what is important to learn.
 - **Reading 2 Analyzing Author's Techniques.** The second reading models the critical thinking skills involved in examining the author's techniques, including the function of the title and quotations, use of types of evidence, word choice, and use of generalizations.
 - **Reading 3 Evaluating Author's Ideas.** The third reading presents examples of critical thinking skills involved in examining the author's ideas. Skills include assessing the author's attitude toward the subject and his or her credibility, evaluating relevancy and sufficiency of information, and identifying emotional appeals.
 - In Chapters 12–17, students are encouraged to write their own marginal commentary that reflects their thinking and records their ideas for written response.
- **NEW Contemporary Issue Chapter 15: Personal Safety and Security.** One of the biggest changes in the past decade is the growing threat to our safety and security in the classroom, the workplace, and other public places. Numerous tragic events pervade our consciousness as never before. Also, many people no longer feel secure using computer-related technology. Identify theft, facial recognition technology, and theft of financial records are now serious threats. Chapter 15 explores the theme of personal safety and security through readings on mass shootings, China's government espionage of its own citizens, and a textbook excerpt overview of crime fighting technologies designed to keep us safe and thwart criminal behavior.
- **NEW Nine Professional Readings.** New topics include the long-term effects of megastorms, BPA in water bottles, phubbing, falling in love

online, ethical issues in medicine, surviving a mass shooting, surveillance in China, crime fighting technology, and hate speech on campus.

- **REFOCUSED Chapter 14.** The previous chapter broadly focused on ethical issues in science. The revised chapter is now limited to medical ethics, providing a tighter thematic unit.
- **NEW and Reorganized Apparatus Accompanying Each Reading.** The apparatus that accompanies each reading mirrors the organization of Part One, offering pre-reading strategies, during reading strategies, and post-reading strategies. To better enable instructors to teach both reading and writing via the reading selections, new activities have been added and existing ones revised. The pre-reading section of the apparatus now includes the following features:
 - **Preview It.** The section asks students to preview the reading and answer questions, often open-ended, about what they anticipate the reading will cover.
 - **Look It Up.** Because activation or acquisition of background knowledge contributes to both comprehension and retention, students are encouraged to use an electronic device (laptop, tablet, smart phone, etc.) to research an aspect of the topic covered in the reading. This activity builds interest and serves as a starting point for class discussion prior to reading.
 - **Discuss It.** Using what they learned from the above Look It Up feature, students have an opportunity to talk about the topic before reading the chapter essay. This activity activates existing schema and allows students to fill in gaps in their knowledge and experience related to the topic before reading.
 - **Write About It.** This activity asks students to write a paragraph in response to a prompt related to the topic of the reading. This feature enables students to begin to formulate and verbalize ideas about the reading and explore their own thoughts and experiences related to the reading.
 - **Read It.** This section offers a specific reading strategy for each reading, addressing particular characteristics of the reading or alerting students to potential pitfalls.
- **NEW Open-ended Critical Thinking Questions.** Section F of the apparatus following each reading in Part Two now includes four to five open-ended critical thinking questions. These questions demand detailed and examined responses and encourage written response.

NEW Part Three: Multi-Disciplinary Casebook on Globalization

The casebook allows students to examine a topic in depth and encourages comparison and synthesis of ideas. The casebook models the cross-disciplinary exploration of a topic by considering its implications within a variety of academic disciplines. The new casebook on globalization replaces the previous one on climate change. Globalization, the integration and interaction of people,

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companies, nations, and cultures, is a topic of concern in many fields of study. The casebook examines how members of the world community interact from the perspective of six academic disciplines—geography, biology, business/marketing, cultural anthropology, communication, and economics. The casebook opens with a reading that introduces the concept of globalization and makes it accessible to students by examining its impact on three items of everyday life. The remainder of the readings explore world overpopulation, global marketing, healthcare, intercultural communication, and the global economy.

NEW Part Four: Grammar and Correctness Skill Refresher

Because students need immediate and frequent reminders about the importance of grammar and correctness, a new Part Four has been added that provides a brief review of ten common errors. Each refresher concisely explains the topic and offers examples of errors and their correction.

CONTENT AND FORMAT OVERVIEW

Reading and Writing About Contemporary Issues guides students in developing basic vocabulary and comprehension skills, as well as inferential and critical-reading and thinking skills. Writing skills are cultivated through skill review, activities, and writing prompts that require students to write in response to the articles and essays they read. The text is organized into four parts:

- **Part One, A Handbook for Reading and Writing in College**, presents a concise introduction to reading and writing skills. Written in handbook format (1a, 1b, etc.), this part serves as a guide and reference tool for the skills students need to read and write about the readings in Part Two.
- **Part Two, Reading and Writing About Contemporary Issues**, consists of seven chapters, each containing three reading selections on a contemporary issue for reading and response.
- **Part Three, A Multi-Disciplinary Casebook on Globalization**, contains six readings that offer a focused, in-depth examination of a single contemporary issue.
- **Part Four, Grammar and Correctness Skill Refreshers**, reviews ten common grammatical errors and explains how to correct them.

Format of Part One: A Handbook for Critical Reading and Writing in College

The handbook guides students in learning the reading, critical-thinking, and writing skills essential for college success. It contains the following features:

- **Integrated approach to reading and writing.** Reading and writing are approached as complementary processes that are best learned together. Most college reading assignments require written responses of some sort—essay exams, papers, or research projects. This text shows students how to analyze reading and writing assignments; teaches them the

important skills of annotating, paraphrasing, outlining, and mapping, which enable and prepare them to write response papers; and provides guidance and instruction on how to write and revise paragraphs, essays, and documented papers.

- **Students approach reading and writing as thinking.** Reading and writing are approached as thinking processes involving interaction with textual material and sorting, evaluating, and responding to its organization and content. The apparatus preceding and following each reading focuses, guides, and shapes the students' thought processes and encourages thoughtful and reasoned responses.
- **Students develop a wide range of critical-reading and -thinking skills.** Because simply understanding what a writer says is seldom sufficient in college courses, this handbook teaches students to examine, interpret, analyze, and evaluate ideas. Students learn to make inferences, consider an author's techniques, and identify his or her biases in relation to the message presented and then apply this knowledge to their own writing.
- **Students learn to analyze and write arguments.** Because argumentation is an important part of both academic discourse and workplace and everyday communication, students learn to read and analyze arguments and to plan, develop, organize, write, and revise effective written arguments.
- **Students learn to write a documented paper.** Writing a documented paper is required in many college courses. Students learn to identify trustworthy sources, extract information from them so as to avoid plagiarism, integrate information from sources into essays, incorporate quotations, and use the MLA and APA documentation systems.

Format of Part Two: Reading and Writing About Contemporary Issues

Each chapter in Part Two begins with an introduction that focuses students' attention on the issue, provides context and background information, discusses its importance and relevance to college coursework, and includes tips for reading about the issue. Each chapter contains three readings, each of which is preceded by before reading activities and followed by exercises that allow students to practice and apply the reading and writing strategies covered in Part One. A section of activities titled "Making Connections: Thinking Within the Issues" ends each chapter and encourages students to synthesize ideas related to two or more readings in the chapter, and a final section titled "Making Connections: Thinking Across the Issues" ends Part Two with activities that encourage students to think about ideas from readings across the chapters.

- **Choice of readings.** Nonfiction readings were chosen to be interesting and engaging and to serve as good models of writing. These readings are taken from a variety of sources including textbooks, digital sources, online sites, and periodicals. Issues include surviving a mass shooting, e-waste, the right to die movement, human trafficking, and group conformity.

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- **Lexile levels for all readings.** Lexile® measure—the most widely used reading metric in U.S. schools—provides valuable information about a student’s reading ability and the complexity of text. It helps match students with reading resources and activities that are targeted to their ability level.
- **Pre-reading exercises.** Students learn to focus their attention and prepare to read by learning about the source and context of the reading provided in a headnote and by previewing the reading, researching, discussing, writing about the topic, and considering specific strategies for reading the article. These exercises encourage them to activate their prior knowledge and experience about the topic.
- **Post-reading exercises.** Post-reading exercises mirror the organization of Part One, providing students practice in checking their comprehension, analyzing the reading, and writing in response to it. Students progress through vocabulary skills, recognition of thesis and main ideas, identifying details, recognizing methods of organization and transitions, analyzing visuals, figuring out implied meanings, thinking critically, reviewing and organizing a reading using paraphrases, maps, outlines, or summaries, and analyzing arguments. Students also write in response to the reading using paragraph and essay prompts.
- **End-of-chapter and end-of-part synthesis activities.** Each chapter concludes with a section titled “Making Connections: Thinking Within the Issues” that encourages students to draw connections between and among the chapter readings, extend their critical-reading and -thinking skills, and explore the issue further through discussion and writing. Part Two concludes with a set of activities, “Making Connections: Thinking Across the Issues,” that requires students to see relationships among the various issues presented in Part Two.

Format of Part Three: A Multi-Disciplinary Casebook on Globalization

The casebook contains six readings from a variety of academic disciplines that provide different perspectives on the issue of globalization, demonstrating the far-reaching environmental, cultural, economic, and geographic implications of a single contemporary issue. The introduction provides tips for reading about the issue, synthesizing sources, and previewing. Each selection is followed by activities that ask students to apply reading and writing skills presented earlier in the book and critical-thinking questions. The “Synthesis and Integration Questions and Activities” section at the end of the casebook encourages students to synthesize the information in the readings. A final section offers students opportunities to write about the readings in the casebook.

Format of Part Four Grammar and Correctness Skill Refresher

This collection of skill refreshers addresses ten common problems students experience with grammar and correctness. Each topic identifies the error and shows how to correct it.

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TEXT-SPECIFIC ANCILLARIES

Annotated Instructor's Edition for *Reading and Writing About Contemporary Issues* (ISBN 0135228816/9780135228814) The Annotated Instructor's Edition is identical to the student text but includes all the answers printed directly on the pages where questions, exercises, or activities appear.

Instructor's Resource Manual and Test Bank for *Reading and Writing About Contemporary Issues 2e* (ISBN 0135228832/9780135228838) The online Instructor's Resource Manual contains general information on how to teach an integrated course, plus a teaching tip sheet, sample pacing guide, syllabus, and other useful handouts. It includes teaching suggestions and handouts for

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Part One (Chapters 1–10), provides collaborative activities that complement the readings, and offers students opportunities to think critically and solve problems in a group setting for Part Two. In addition, it contains tips for teaching the Part Three Casebook and suggested writing activities and topics for each reading. The Test Bank contains a set of multiple-choice content review quizzes for Chapters 1–10 formatted for easy distribution and scoring.

PowerPoint Presentation (Download Only) for *Reading and Writing About Contemporary Issues* (ISBN 0135228824/9780135228821) PowerPoint presentations to accompany each chapter consist of classroom-ready lecture outline slides, lecture tips, classroom activities, and review questions. Available for download from the Instructor Resource Center.

Answer Key for *Reading and Writing About Contemporary Issues* (ISBN 0135228905 9780135228906) The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download from the Instructor Resource Center.

Pearson MyTest for *Reading and Writing About Contemporary Issues* (ISBN 0135228891/9780135228890) This supplement is created from the Test Bank and is a powerful assessment generation program that helps instructors easily create and print quizzes, study guides, and exams. Select Pearson's questions and supplement them with your own questions. Available at www.pearsonmytest.com.

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Kathleen T. McWhorter

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