

SPECIAL FEATURES IN *BRIDGING THE GAP*, THIRTEENTH EDITION

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Annotated Instructor's Edition

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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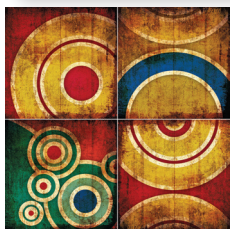
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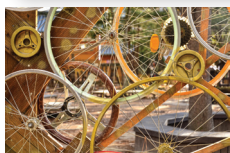
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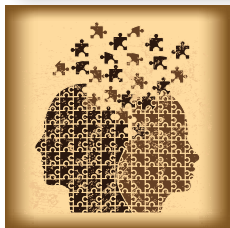
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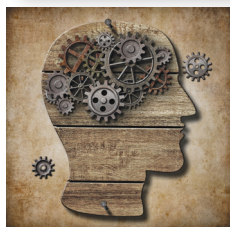
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Progress Chart for Reading Selections (inside back cover)

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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