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Eric Henderson is an active author with OUP Canada, where his other titles include *The Active Reader* (2012); *Writing by Choice, 2/e* (2011); *The Empowered Writer* (co-authored with Kathleen Moran; 2010); and *Short Fiction and Critical Contexts* (co-edited with J. Hancock; 2009).

Becoming an Active Reader: Skills in Reading and Writing ...

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Now in a new second edition, the bestselling Writing by Choice is a comprehensive resource for learning how to write in the academic, business, and personal realms. Offering helpful guidelines without being formulaic, the text teaches students how to write clear, thoughtful prose by making informed decisions about how best to communicate their ideas. A host of features such as sample writings and readings; individual and group exercises; informative charts and graphs; annotations; and pre- and post-reading questions engage students with writing possibilities rather than limiting them with prescriptive conventions. Whether introducing students to the main types of essay-writing or navigating them through the intricacies of grammar and style, Writing by Choice remains the definitive volume for giving writers the tools they need to rise to every writing occasion.

Notable for its use of real document examples drawn from actual healthcare settings, in addition to its central section's extended focus on narrative medicine and new media writing, *Healthcare Writing: A Practical Guide to Professional Success* provides a wide-ranging, much-needed contemporary perspective on the modes and contexts of writing most pertinent to today's healthcare professionals. Aimed at students enrolled in university- or college-level healthcare programs, healthcare communication specialists, as well as at current clinical practitioners seeking a portable reference and guide, this book combines a detailed discussion of approaches to key healthcare document types—both professional and academic—with a thorough but accessible overview of essential points of grammar, punctuation, and style.

This accessible guide brings together well-known authorities to examine what reading fluency is and how it can best be taught. Teachers get a clear, practical roadmap for navigating the often confusing terrain of this crucial aspect of balanced literacy instruction. Innovative approaches to instruction and assessment are described and illustrated with vivid examples from K-12 classrooms. The book debunks common misconceptions about fluency and clarifies its key role in comprehension. Effective practices are presented for developing fluency in specific populations, including English language learners, adolescents, and struggling readers. New to This Edition*Reflects advances in fluency research and the ongoing development of exemplary instructional approaches.*Three new chapters on English language learners.*Chapters on adolescent fluency, reading expressiveness, oral reading instruction, and text selection.

Faculty often worry that students can't or won't read critically, a foundational skill for success in academic and professional endeavors. "Critical reading" refers both to reading for academic purposes and reading for social engagement. This volume is based on collaborative, multidisciplinary research into how students read in first-year courses in subjects ranging from scientific literacy through composition. The authors discovered the good (students can read), the bad (students are not reading for social engagement), and the ugly (class assignments may be setting students up for failure) and they offer strategies that can better engage students and provide more meaningful reading experiences.

Universal design for learning (UDL) has been hailed for over a decade as a revolutionary lens that allows campuses to shift their efforts to create inclusive environments. In recent years, UDL has gone beyond the field of disability and been explored with regards to international and indigenous students. There is now a sizable body of literature that details the benefits of implementing UDL in higher education, as well as a number of emerging studies examining the strategic challenges of developing UDL across institutions. There is, however, still a relative paucity of research discussing the transformation of instruction or assessment in concrete terms. Therefore, there is a necessity for research and information on UDL that has already been implemented in classrooms and the practical examples of what this process of transformation looks like. *The Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation* offers practical examples of UDL having successfully been embedded in courses within various disciplines and classroom formats, as well as across the undergraduate and graduate sectors. The chapters provide case studies and concrete examples of what the UDL reflection on practice might look like in specific faculties and departments. While highlighting UDL in areas such as educational technology, student engagement, assignment design, and inclusive education, this book is ideally intended for inservice and preservice teachers, administrators, teacher educators, higher education professors and leaders, practitioners, researchers, academicians, and students interested in the integration of UDL into strategic academic plans.

Duke University Press is pleased to announce the second edition of the bestselling *Social Medicine Reader*. The Reader provides a survey of the challenging issues facing today's health care providers, patients, and caregivers by bringing together moving narratives of illness, commentaries by physicians,

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debates about complex medical cases, and conceptually and empirically based writings by scholars in medicine, the social sciences, and the humanities. The first edition of *The Social Medicine Reader* was a single volume. This significantly revised and expanded second edition is divided into three volumes to facilitate use by different audiences with varying interests. Praise for the 3-volume second edition of *The Social Medicine Reader*: "A superb collection of essays that illuminate the role of medicine in modern society. Students and general readers are not likely to find anything better."—Arnold S. Relman, Professor Emeritus of Medicine and Social Medicine, Harvard Medical School Praise for the first edition: "This reviewer strongly recommends *The Social Medicine Reader* to the attention of medical educators."—Samuel W. Bloom, *JAMA: The Journal of the American Medical Association* Volume 3: Over the past four decades the American health care system has witnessed dramatic changes in private health insurance, campaigns to enact national health insurance, and the rise (and perhaps fall) of managed care. Bringing together seventeen pieces new to this second edition of *The Social Medicine Reader* and four pieces from the first edition, *Health Policy, Markets, and Medicine* draws on a broad range of disciplinary perspectives—including political science, economics, history, and bioethics—to consider changes in health care and the future of U.S. health policy. Contributors analyze the historical and moral foundation of today's policy debates, examine why health care spending is so hard to control in the United States, and explain the political dynamics of Medicare and Medicaid. Selections address the rise of managed care, its impact on patients and physicians, and the ethical implications of applying a business ethos to medical care; they also compare the U.S. health care system to the systems in European countries, Canada, and Japan. Additional readings probe contemporary policy issues, including the emergence of consumer-driven health care, efforts to move quality of care to the top of the policy agenda, and the implications of the aging of America for public policy. Contributors: Henry J. Aaron, Drew E. Altman, George J. Annas, Robert H. Binstock, Thomas Bodenheimer, Troyen A. Brennan, Robert H. Brook, Lawrence D. Brown, Daniel Callahan, Jafna L. Cox, Victor R. Fuchs, Kevin Grumbach, Rudolf Klein, Robert Kuttner, Larry Levitt, Donald L. Madison, Wendy K. Mariner, Elizabeth A. McGlynn, Jonathan Oberlander, Geov Parrish, Sharon Redmayne, Uwe E. Reinhardt, Michael S. Sparer, Deborah Stone

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