Instructor's Manual and Test Bank
to accompany

Study and Critical Thinking Skills in College

SEVENTH EDITION

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This unique website features hundreds of exercises in ten topic areas to strengthen vocabulary skills. Students will also benefit from "100 Words That All High School Graduates Should Know," a useful resource that provides definitions for each of the words on this list, vocabulary flashcards, and audio clips to help facilitate pronunciation skills. *Open access.*

Longman Study Skills Web site (http://www.ablongman.com/studyskills)
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Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (without Answer Key), 3/e	**(0-321-38738-4)**
Thinking Summary for the Florida State Exit Exam by D. J. Henry	**(0-321-08478-0)**

The Florida Exit Test Study Guide for Reading (0-13-184899-2)
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The Prentice Hall Reading Skills Test Bank (0-13-041249-X)
This test bank contains 1,100 exercises, covering word analysis, context clues, stated main idea, implied main idea, tone and bias, details, major vs. minor details, style, study reading, reading rate, and visual aids. Questions are multiple-choice, matching, or true/false. Available in print only.

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1. Click **"Educators"**; the first picture on the left.
2. Click **"Instructor Resource Center"** on the top navigation.
3. Request access to download digital supplements by clicking the **"Register"** button.

Follow the provided instructions. Once you have been verified as a valid Pearson instructor, an instructor code will be emailed to you. Please use this code to set up your Pearson login name and password. After you have set up your username and password, proceed to the directions below.

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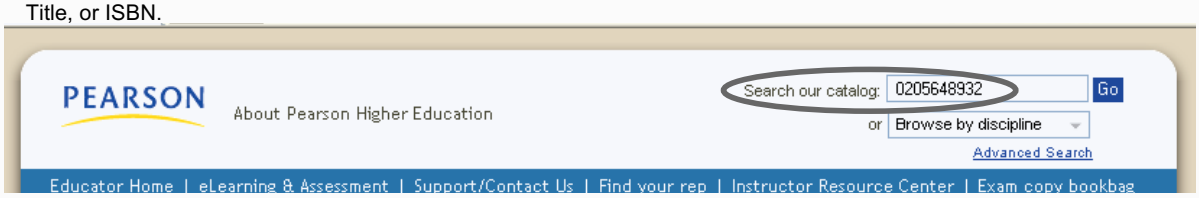
1. Go to www.pearsonhighered.com and use the "Search Our Catalog" option to find your text. You may search by Author, Title, or ISBN.



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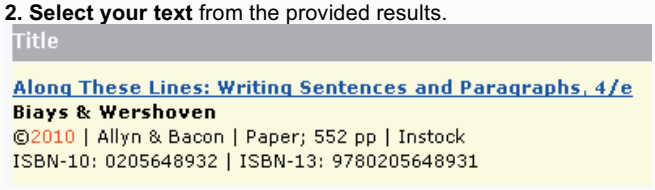
2. Select your text from the provided results.



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3. After being directed to the catalog page for your text, click the **Instructor** link located under **Resources**.

Clicking the Instructor link will provide a list of all of the book-specific print and digital resources for your text below the main title. Items available for download will have a icon.

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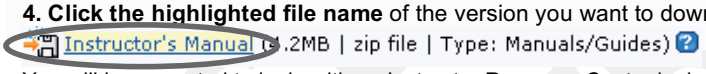
4. Click the highlighted file name of the version you want to download.



You will be prompted to login with an Instructor Resource Center login.

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5. Enter your login name & password, and click the **"Log In"** button.

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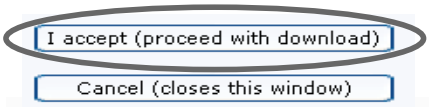
6. Read the terms and conditions and then click the **"I accept"** button to begin the download process.



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7. "Save" the supplement file to a folder you can easily find again.

Once you are signed into the IRC, you may continue to download additional resources from our online catalog.

Please "Sign Out" when you are finished.

Section 1

A Guide to Instructors

Chapter 1

Introduction to the Text

A Rationale for the Integration of Study and Thinking Skills

Many beginning college students regard study and learning as mechanized assimilation processes. Their goal is to memorize as many facts as possible. Research by W. G. Perry on the cognitive development of college students identified nine levels or stages of cognitive functioning.* At the first level, at which many college students begin, their attitude toward learning is described as passive participation: Learning means working hard, reading every word, and learning correct answers. Perry's scheme describes various stages that gradually lead to a realization that learning is an active thinking process in which the goal is no longer "right answers." Instead it is a process of thinking, reacting to, and evaluating ideas. Students come to realize that they must interpret and integrate information, support their opinions with data, and assess the relative worth and merit of ideas. The cognitive development of college students, then, involves their growing awareness of the importance and necessity to think and become actively involved in the learning process.

Although active and critical thinking is an integral part of the cognitive development of college students, until recently little or no effort has been made to teach students how to become active learners and critical thinkers. In fact, thinking skills—as was once true for study skills as well—were regarded as something every college student should have already developed. It is now widely accepted that students can and should be taught how to learn, and there is a growing awareness that thinking skills instruction is also necessary and appropriate. Credit courses in critical thinking skills are being developed at numerous colleges; many colleges and even state university systems, most notably California's, have instituted thinking skill requirements as part of their general education programs.

Because active and critical thinking skills are an essential part of college students' cognitive development, and therefore, an essential part of the study learning process, it is appropriate to integrate instruction in study skills with instruction in active and critical thinking. This text, then, represents a unique endeavor to integrate study and thinking skills instruction.

Many existing study skills texts approach learning as a passive activity. The texts teach students how to acquire information as efficiently and effectively as possible. It is left to the student to discover how to think about, critically evaluate, integrate, and apply what he or she is learning. In contrast, this text approaches study as a thinking process.

*W. G. Perry. "Cognitive and Ethical Growth: The Making of Meaning." In *The Modern American College*, Ed. A. Chickering. San Francisco: Jossey-Bass, 1981.

Thinking is presented as an integral part of all learning and study tasks. Students are encouraged to sort, interpret, synthesize, and evaluate information. They are directed to analyze learning tasks, select appropriate strategies, and monitor their effectiveness. Specific strategies are provided for problem solving, decision making, and critical analysis.

Instructional Features of the Text

The text was written to integrate study and thinking skills, as well as provide both direct skills instruction and sufficient opportunity for practice and application. The following features of the text make it a unique vehicle for instruction in study and thinking skills.

Approach to the Student

The text assumes students are serious and committed to college and addresses them positively, saying, "Here is how to be successful." The text's tone is motivational, encouraging students to develop mature attitudes toward accepting responsibility for their own learning.

Unit Structure

The text is divided into five distinct parts that categorize the skills into areas of instruction and application of study and thinking skills. The opening chapters provide basic strategies for student success; the remaining units and chapters may be rearranged to suit the instructor's preference.

Focus Questions: Do You Know?

Each chapter begins with a brief list of questions that identifies key chapter topics and provides students with purposes for reading. The questions can also serve as a means of checking recall after reading the chapter.

"Thinking Critically . . . About" Boxes

These boxed inserts relate critical thinking skills to chapter content and offer practical suggestions and tips for developing critical thinking skills.

Skills in Action

Activities in every chapter provide immediate practice with new skills, show students how these skills can be applied in a wide range of reading situations,, and deepen their critical thinking abilities. They appear in a wide range of engaging formats including case studies, checklists, charts, problem-solving scenarios, time analysis, and more.

Real Students Speak

Each chapter contains a student profile that identifies the student, states his or her academic goals, and shares the student's advice for academic success involving the skills taught in the chapter.

In-Chapter Exercises

Practice and application are essential steps in the learning process; mere presentation of technique or process is seldom sufficient. Unlike other how-to-study manuals, this text provides numerous opportunities for the student to experiment with, practice, and evaluate skills as they are presented. In-chapter exercises are included in each chapter to provide immediate practice and feedback. Whenever possible, students are also directed to apply a skill to their own textbook or course materials. These applications are intended to closely approximate actual study-learning situations that the student may encounter throughout college.

"Working Together" Activity

Each chapter includes a "Working Together" activity intended to promote collaborative learning. These exercises require students to interact, thus providing them an opportunity to apply their thinking skills by discussing ideas and reacting to problems and techniques. Through group interaction, students may observe and learn from the thinking processes of others.

Review: Five Key Points

This chapter summary includes a five-point list of important skills to use and remember. It appears at the end of each chapter, for quick and easy review of the main topics covered in the chapter.

"The Work Connection"

This section considers workplace applications and connections of chapter content. Many students are career-oriented, and this activity demonstrates to students that the chapter skills are not only relevant to college success but also to success in the workplace.

"The Web Connection"

"The Web Connection" is a list of URLs of respected academic Web sites that provide useful advice, activities, and suggestions to enable students to extend and apply chapter content.

Computers as Learning Tools

Emphasis on the role of computers in learning is integrated throughout the book, providing students with advice and practical suggestions on how to use computers as learning/study tools. Topics include taking online courses, using a laptop for note taking, outlining using a computer, taking an exam on a computer, and using electronic calendars.

Current Research Applications

The text applies recent research findings in the fields of reading, learning, and thinking. Specific applications are described below.

Learning Style

An accumulating body of research demonstrates that not all students learn in the same way or at the same pace. The text includes a Learning Style Questionnaire that enables students to assess how they learn and offers specific suggestions for each type of learner.

Levels of Thinking

Bloom's *Taxonomy of Educational Objectives*,* first published in 1956, identified six levels of cognitive functioning. Since that time, there has been a growing emphasis on the development of these levels of thinking.

Chapter 2 introduces these levels and demonstrates their use in extending learning beyond the literal recall levels (Remembering and Understanding). These levels are rein-

*Bloom, Benjamin S. et. al. *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain.* New York: McCay, 1956.

forced at the end of each chapter through an Interactive Chapter Review, which contains one or more questions or activities at each of the six levels of thinking.

Metacognition

Metacognition, a learner's awareness of his or her own cognitive processes, is a current topic in verbal learning and reading comprehension research. There is strong evidence that mature and proficient learners exert a great deal of cognitive control over their own learning process by analyzing tasks, selecting appropriate learning strategies, and monitoring their effectiveness. Less proficient students tend to make fewer decisions about the task and have little awareness of learning processes and their outcomes. Throughout the text, students are encouraged to develop metacognitive strategies, focusing on task analysis, selection of appropriate strategies, and evaluation.

Thought Patterns/Organizational Structure

Research has established that awareness of organizational patterns and textual structure facilitates comprehension and recall. This text describes seven thought patterns (Chapter 11) that appear frequently in textbook writing. These patterns, presented as organizing schema (see the next section), are used to provide meaning and structure to college lectures, text and class assignments, exams, papers, and term papers.

Schema Theory

Numerous fields of research recognize the importance of schema to both reading comprehension and the learning of verbal material. Schema might be thought of as blueprints or pre-established sets of processes, beliefs, and expectations that we rely upon to make sense of what we read, hear, observe, and experience. Schema also function as memory slots, creating a "place" or organizational connection for new learning and aiding recall and retrieval of information.

The academic thought patterns presented in Chapter 11 function as schema to enable students to approach text material as well as exams, assignments, lectures, papers, and term papers with a set of organizing structures. Mapping and outlining (See chapter 16) are methods by which students form organizational connections.

Writing as Learning

A recent focus within many academic disciplines is the use of writing as a learning and discovery process. Although students accept writing as a vehicle of communication, few are proficient in its use as a means of organizing thought, focusing ideas, recognizing relationships, or generating new ideas. A variety of skills, such as mapping, outlining, and summarizing, are means of learning through writing. Numerous activities and exercises, both within the chapter and in end-of-the-chapter features, provide students with opportunities to practice writing.

Collaborative Learning

While it is well established that students learn from traditional sources, namely teachers and textbooks, recent attention has focused on collaborative learning—the process through which students learn from one another through structured group activities. Because students' learning styles vary and students process information differently, it is important that a variety of alternative learning methods be provided. Each chapter of this text contains at least one collaborative learning exercise, "Working Together." The "Discussion" questions, listed at the end of each chapter, can also be used as collaborative learning activities: Form small groups and direct the groups to collectively prepare a response to each question.

Chapter 2

General Suggestions for Teaching the Course

Structuring the Course

The structure of the course influences students' attitudes and performance. The following suggestions are offered to create positive student response.

Classroom Arrangement

A comfortable, non-threatening classroom environment is most suitable for teaching reading/study skills. The arrangement, however, should have enough structure to encourage students to approach the class as seriously and attentively as they do other college classes.

Class Scheduling

Frequent class meetings are necessary because students require constant repetition and reinforcement of skills. At least two class sessions per week are needed; three sessions per week are preferable.

Student Conferences

At the beginning of the semester, scheduling individual conferences is an effective way to become acquainted with each student and his or her specific academic goals and needs. During the conference, you confirm that the course is appropriate for the student and begin to identify any special problems. The conference is also a good opportunity to review with the student the results of any reading or achievement tests that may have been used in placing the student in the course.

Students respond favorably to the opportunity to meet with the instructor individually. Students with reading problems often have a long history of academic difficulty and are eager to discuss their problem with someone. During these conferences, the instructor can observe students' perception of their academic problems and their attitudes toward the reading/study process.

Many instructors use the initial conference to get a verbal commitment from students: an acknowledgment that they need the course and plan to approach it seriously. If students have committed themselves to the course, they feel obligated to attend, participate in class, and apply the skills learned to other courses.

If some students have a negative or resentful attitude toward the course, the individual conference is the best place to discuss the problem. The conference situation allows you to discuss students' problems with the course privately, where their attitudes will not influence the rest of the class.

Periodic conferences are useful throughout the semester to help motivate students, provide feedback on their progress, check on whether they are applying their new skills to other college courses, and encourage them to do so.

An end-of-course evaluation conference can be scheduled to review the students' work, discuss any end-of-semester evaluations, and suggest areas for further study.

Attendance Policy

The importance of regular class attendance should be emphasized. If college policy permits, an attendance requirement or maximum number of allowable absences should be established at the beginning of the course. Students seldom can develop the skills presented and discussed in class on their own. Also, many students need the direction and structure that an attendance policy provides.

If college policy does not allow you to establish an attendance requirement, an alternative is to structure the grading system so that regular class attendance is necessary to complete in-class assignments or to take weekly Quizzes or mastery tests.

Grading Policy

A grading system is difficult to establish for a reading/study course. As for any college course, there are advantages and disadvantages to most grading systems. A number of options are discussed below.

1. *Traditional quizzes and exams.* Although these are relatively easy to prepare and provide a fairly objective evaluation of the students' progress, they usually measure students' ability to recall facts, principles, and techniques taught and do not assess whether or not students can use the techniques to read or study better. In most courses in which skill learning is the focus, the evaluation process should include performance measures of the skill. In a typing class, for instance, students are not often evaluated on what they know about typing, but rather on how fast and accurately they can type.

2. *Skill application quizzes and exams.* Exams that measure how effectively students can perform a skill are a workable alternative to traditional testing. Tests that approximate practical situations, requiring students to demonstrate that they have learned the particular skill or technique, can be devised for many skills. The ability to identify the main idea of a paragraph, for instance, can be tested by asking the student to underline the main idea. Proper use of textbook underlining can be evaluated by asking the student to underline a sample textbook page.

3. *The contract system.* A contract system is frequently used in skill courses in which application and practice are crucial to learning. Contracts can be established with a class as a whole or with students individually. A class contract details the amount of work and the assignments a student must complete in order to earn a grade of A, B, or C. Generally, a class contract covers most of the skills taught in the course. Individual student contracts can focus on areas in which the students need further work and additional practice. A student who has difficulty identifying main ideas, for instance, will also have difficulty underlining effectively. A contract could be devised in which the student completes additional practice in identifying main ideas and further work on underlining and marking. The individual student contract is particularly workable if a reading laboratory that houses supplementary instructional materials is available.

Student Records

You may find it useful to keep a manila folder for each student. A grade sheet can be stapled to the folder so that students can assess their progress in class each day when they look at their papers.

One option is to keep all of the student's work and assignments, tests, grading contracts, and any additional handouts or worksheets in the folder. The instructor keeps the folders, and brings them to each session to distribute at the beginning of class. Instructors who use this system find that it is convenient to have all student materials readily available for reference, follow-up, or examples. If the organization of course materials is left completely to students, instructors find that many come to class without the necessary materials.

Alternatively, instructors may want to create a portfolio system for students. All class work is returned in the folder, so that students can compare their assignment grade to the grade written in their grade sheet. This is a good way to teach accountability, and serves as a checks and balances system for busy instructors who may miss marking and recording certain assignments. Students collect their work and keep it in a class notebook or portfolio. Students are graded/evaluated on their organization system. They must have all class assignments and handouts in their notebooks, bring them to class every day, and be able to find any assignment within a moment's notice for spot-checks or midterm and final portfolio evaluations. This system gives students practice in organizing their academic work for the classes where the instructor will not keep all the work for students.

Required Materials

At the beginning of the semester, much frustration will be avoided if you insist that each student always bring the reading/study text to class. Also, you may want to require that students bring one other text to class so that they can use it to complete the textbook application assignments contained in the reading/study text.

Course Organization

The text is structured into self-contained sections, or units, to permit flexibility in organizing course content. Depending on the type of student, the priority individual instructors place on particular skills, and the time during the semester the course is offered, many instructors have strong preferences about what skills should be taught first and how they should be sequenced. Instructors are encouraged to use the text as best suits their needs. For organizing and structuring course content, a number of suggestions are offered below.

Skills Orientation

It is important to establish that the course is skills-oriented and to emphasize that performance, not acquisition of knowledge, is the criterion of success. The overall goal of the course is to enable the student to be successful in other college courses.

Many students, especially those who have experienced academic difficulty, feel that getting good grades depends primarily on pre-established abilities—intelligence, the ability to write, the ability to think—and that there are two types of students: good and poor, or the "haves" and the "have-nots."

Students think that they cannot do much to improve and do not realize that how they read and study definitely influences their scholastic performance and grades. Students may need to be shown that they are capable of developing skills to increase their academic success. This idea can be demonstrated by giving the students a coded set of directions to read and follow. First, have them try to break the code by themselves; they will be unable to do so. Then, give specific instructions on how to break the code (the directions should allow the students to be able to crack it). Finally, discuss how understanding this task greatly increased

their ability to perform it. Show them that this situation is similar to typical academic situations in which knowing how to accomplish an assignment makes the task easier.

Structuring the Course

Many students enrolled in a reading skills course require organization and structure in order to feel comfortable. They are often confused by a loosely structured or flexible course organization and are not able to handle situations in which they have numerous choices or decisions to make. The following suggestions may be useful in helping students understand the organization and structure of the course.

1. *Distribute a syllabus*. Before classes begin, instructors usually plan what they will teach each week throughout the semester. Students respond well if you share the semester's plan with them. They like to know what to expect and what the course will include. A skills agenda, listing the skills to be covered each week (with corresponding dates), can be prepared easily from your own plans.

2. *Distribute course requirements and a statement of the grading system*. Despite clear verbal explanations, some students do not understand or do not remember information they are given about requirements. Students are able to organize themselves more effectively if they are given a list of assignments, due dates, and test dates, and a statement of how assignments will be used to determine grades.

3. *Relate and connect class sessions to one another.* A syllabus clearly defines how the course is organized and shows how skills relate to one another. However, it is useful to reinforce this organization almost daily by tying together the previous class session with the current one and, at the end of a class, giving a brief preview of the next session.

Collecting Student Data

Collect some basic information from each student during one of the first class sessions. In addition to such information as name, address, phone number, and student ID number, you might ask each student to supply the following:

- Curriculum and faculty advisor's name
- Year in college
- Current grade point average, if any
- Whether the student has taken a reading course before, and if so, where and when
- Other courses for which the student is currently registered

These items will help you to become familiar with students and allow you to adjust course content and approach to meet class needs.

Pre-testing and Post-testing

If students have not taken a standardized reading test before entering the course, you might consider including a reading test as part of your first week's activities. A standardized reading test will give you an overview of students' incoming abilities. If the test reports a grade level or grade equivalency score, the results will give you an indication of the level at which students can function adequately and will suggest types of appropriate materials. The test may also indicate areas of strength and weakness. Test results will also demonstrate to students their need for the course and may motivate them to strive for improvement.

An alternative form of the same test at the end of the course can function as a post-test. Post-tests are particularly encouraging to students because they provide clear, measurable evidence of their improvement.

Class Session Format

Since many students may find it difficult to concentrate and maintain their interest for an extended period of time, include a variety of activities within each class session. Many students are, for example, unable to work on identifying main ideas for an entire class session of fifty to sixty minutes. It is more effective to divide the time by working with main ideas for twenty or thirty minutes and then switching to a follow-up activity on a previously taught skill, such as pre-reading, for the remaining time.

Suggested Teaching Strategies

The following suggestions can be used to enhance the effectiveness of each skill presented.

Academic Course Linkage

Academic course linkage is a course structure currently growing in popularity and acceptance. In this structure, skills taught in the reading/study skills course are applied directly to academic courses for which students are concurrently registered. The reading/study course is usually organized in one of two ways.

One alternative is to co-register all students in the same reading/study class section in one academic course. For example, all students in one reading/study skills class might be registered for the same psychology course. Despite the logistical problems of co-registration, instructors working with this structure report high student interest and motivation and, more important, the opportunity to apply each skill immediately and directly in an actual college course. Class sessions can include applications such as comparison and discussion of students' lecture notes, text underlining, and outlining. Preparing for specific exams can be discussed and techniques can be demonstrated for completing other class assignments.

A second method of organizing academic course linkage requires less structure and logistical planning. Students registered for the reading/study course select from other courses for which they are currently registered a target course to which they will apply reading skills and complete assignments. Since each student is likely to choose a different course, class sessions and discussions on application take a slightly different focus. Conferences become an important element, and periodic individual meetings are scheduled to discuss and evaluate students' application of skills to the target courses.

Use of Sample Course Materials

Students respond best to realistic examples and applications. Therefore, it is effective to acquire sample materials used by other instructors on campus and use them for demonstration, discussion, and/or practice. These materials may include course outlines, quizzes, exams, class assignments, and term paper assignments. It is also useful to obtain and bring to class the required texts in a few of the largest or most popular courses on campus.

Introducing New Reading Strategies

As you present the reading strategies covered in the text, it is important to vary your approach and to provide students experience with various types of thinking. Also, since each student exhibits a unique learning style, it is worthwhile to vary your approach to accommodate individual differences. Three methods of presentation are described below, each of which requires different types of thinking skills.

1. *The directive approach*. This approach is perhaps the most traditional because it most closely approximates the lecture method used in other college courses. This method involves the following steps:

a. Introduce the strategy. Establish its relevance, use, and importance.
b. Explain procedures. Describe how the technique works.
c. Demonstrate. Using sample materials, show how the technique is done.
d. Apply. Guide students in applying the technique.
e. Evaluate. Reflect on its usefulness and discuss modifications for different learning situations.

This approach is especially effective for complicated skills, those involving numerous steps, or those that students may, for whatever reason, find difficult or confusing. The directive approach, however, tends to be least effective in encouraging students to think. Instead, it encourages rule-following behaviors.

2. *The inductive approach*. Students tend to find this approach more interesting and engaging. It requires students to reason, to make inferences about the strategy, and to articulate the processes involved. It involves the following steps:
   a. Introduce the strategy. Establish a situation in which students can use the technique.
   b. Use the technique. Students experiment with the technique; you provide general information on procedure and process.
   c. Reflect and articulate steps. Students identify the purposes, describe the technique, and articulate specific steps.
   d. Application. Students apply the technique, using steps they articulated.
   e. Review. Students review the strategy and discuss situations in which it can be used.

3. *The problem-solving approach*. This procedure involves the following steps:
   a. Establish the present state and desired state.
   b. Describe a learning or study problem.
   c. Identify a solution path. Students suggest learning strategies. If students fail to offer the desired solution, lead students to it.
   d. Evaluate possible solution paths. Students weigh possible strategies, and discuss advantages and disadvantages of a selected strategy.
   e. Experiment with the selected solution path. Decide upon process and procedure and apply the technique.
   f. Evaluate a solution path. Students evaluate the effectiveness of the strategy and identify reasons for its effectiveness. Ask students to generalize, identifying other situations in which the strategy may be appropriate.

Emphasize Thinking Skills

A focus on thinking can be achieved primarily through how the course is conducted, the atmosphere that is created, and the expectations that are established. The following suggestions may be useful.

1. *Function as a guide to student learning.* Avoid, whenever possible, an authoritarian image that encourages students to perceive you as one who will tell them what and how to learn. Instead, place the burden of responsibility upon the students by requiring them to make decisions and solve academic problems. Establish yourself as a knowledgeable guide who can help them focus in the right direction, offer additional solutions, and provide valuable feedback.

2. *Focus on individualization.* Emphasize throughout the course that each student has a unique learning style and, therefore, that each student must reject certain strategies and adapt and modify others to suit his or her particular learning characteristics. This emphasis on individualization will encourage students to think and evaluate learning strategies.

3. *Emphasize problem solving.* Problem solving requires active thinking and also engages student interest and response. Whenever possible, create hypothetical problem situations and ask students to solve them. Students who lack intrinsic motivation often respond favorably if the instructor makes a hypothetical situation real by ascribing the situation to one or more class members, naming particular courses on campus, or otherwise helping students to identify more closely with the situation.

4. *Encourage discussion.* Although often time-consuming, class discussion is essential in developing students' thinking skills. Discussion allows the instructor to evaluate the level(s) of student thought, and students benefit from the experience and reaction of others in the class. Most important, discussion establishes an atmosphere that focuses on individual students, their thoughts, ideas, and expression, rather than on those of the instructor.

5. *Establish an open atmosphere.* Students should be encouraged to ask questions, challenge the text, and propose alternative techniques and strategies. This atmosphere will help students realize that there is not always a right answer or a best method and that it is their responsibility to identify techniques and strategies that are particularly effective for them.

6. *Require generalization.* After students have learned a strategy, encourage them to generalize it by describing and discussing other situations in which the strategy might be effective. As class exercises or Quizzes, present situations or problems to solve that require the generalization of previously taught strategies.

Using the Instructor's Manual

This Instructor's Manual provides activities to support skill application and transfer, metacognitive reflection, and collaborative learning, using various learning styles and multiple intelligences. The Instructor's Manual provides particular supplemental activities and prompts for each chapter.

Supplemental Learning Activities Overview

A Note on Grading Supplemental Activities

There are no answer keys for the exercises in this section. To ensure participation and evaluate student engagement, instructors may institute a point system for completion of assignments, add a self-assessment component to the course grade, or even ask student groups to evaluate one another on the quality of contribution and participation in collaborative learning activities.

The purpose for the supplemental activities is to reinforce student learning and experience through metacognitive analysis, application and transfer of knowledge, and accessing a variety of learning styles and intelligences that may not typically be highly valued or emphasized in traditional academic contexts. To that end, students should be encouraged to experiment, assess their efforts and accomplishments honestly, and otherwise feel safe enough to take risks. Emphasizing grades for experiences where students are asked to step outside their comfort zone may defeat the purpose of the exercises. Some instructors may simply add a pass/fail component to their grading system, or give points for attendance and earnest participation.

Aside from the metacognitive reflections, which demand serious and individual introspection, these exercises should be completed during class time so that the instructor can offer support and guidance, assess participation, and enjoy the process of discovery with

students. Collaborative group work is difficult for students to accomplish outside of scheduled class time. The entire class benefits when everyone can be present for instructor clarification in response to questions from other students.

For Students: Supplemental Activities

Skill Application and Transfer

The immediate goal in any reading skills course is to teach students skills and techniques. Teaching these skills is fairly direct and clear cut; however, the long-range goal of improving students' performance in other courses is more difficult to achieve. Success in this area depends on students' abilities to transfer the skills they have learned in the classroom to their own course materials. For example, even though they completely understand and are able to explain the SQ3R reading/study method, that knowledge is of little value unless the method is applied to college textbook reading. A major task for college reading skills instructors, then, is to encourage students to transfer and apply the skills they are learning to practical situations.

The application exercises contained in the text as well as the suggested activities in this Instructor Manual assist instructors in accomplishing this task of skill transfer. Additionally, you may find the following suggestions useful.

1. *Discuss the utility of the skills.* Conduct a class discussion early in the semester about the utility of the skills and the importance of using them as they are learned. You might ask students jokingly if, while walking down the street, they have ever been stopped by a person and asked to explain the SQ3R reading/study method, or whether they ever expect that situation to occur. This line of questioning demonstrates to students that the skill is of no value except to themselves, and that it must be used in order to be valuable.

2. *Make specific assignments to be completed in students' own texts.* Although the text contains numerous skill application exercises, you are encouraged to make additional assignments. This Instructor Manual provides suggested activities for your use and modification according to your particular learning context and instructional approach.

3. *Spot-check texts and behaviors.* Informally spot-check students' texts occasionally and observe their reading behaviors in order to determine whether they are using the skills taught. For example, ask students to turn to a chapter in one of the texts that they have just completed. Check whether they have underlined and marked it, whether they have made any marginal notes, and whether they have reviewed it after they read it. Or, as students begin to read a particular assignment, observe how many pre-read the material before reading it.

4. *Use skill endorsements.* If they know that in their content area instructors recommend or endorse the skill, students will be encouraged to apply it. Ask other faculty members to reinforce the use of the skills taught in the course.

Metacognitive Reflection

The writing prompts in this section target specific chapter content so that students can monitor their learning and apply instructional content and information presented in the text to their own circumstances, interests, and experience.

Students may be encouraged or required to keep a weekly log or journal of their learning experiences in which they describe their reactions to specific reading strategies, difficult learning situations they face and their problem-solving approaches to them, and/or progress with specific assignments or in solving specific academic problems. Journal writing forces students to consolidate their experiences and to evaluate their academic progress. Journals

provide valuable insights into how the students are responding to the course instruction and identify problems students are experiencing. Establishing a habit of metacognition will serve students well as they go on to apply skills learned in this course to other general education and discipline-specific courses.

Writing as a learning strategy can be incorporated into weekly class instruction using one or more of the following activities:

1. *Preparing Tip Sheets*. After discussing each chapter, direct students to prepare a tip sheet that summarizes key suggestions in the chapter. This activity provides a form of consolidation and review. Students perceive these sheets as valuable and often like to give copies of them to friends not registered for the reading/study course.

2. *Listing Questions*. As you introduce a new topic, such as reading research, ask students to write whatever questions (or describe problems) they have about the topic. Then collect these or ask students to put them aside. Upon completion of instruction, direct students back to their writing to see how many of their questions have been answered. Address, at that time, any unanswered questions. This activity serves important functions: writing the questions focuses student attention on the topic and activates background knowledge and experience, the questions serve as purposes for learning, and reviewing the questions after instruction provides a means of closure and reinforces that instruction was valuable and appropriate.

3. *Skill Assessment*. Before beginning instruction on a topic, ask students to write for 3 to 5 minutes, describing the techniques and strategies they already use and those they have found ineffective. This activity enables the students to discover what they already know and to begin to assess their level of skill proficiency.

Collaborative Learning

Collaborative learning activities help students build skills in working together, help reinforce class content using a variety of learning modes, and build a community of learners. Enjoyable activities keep students engaged and motivated. Each person is relied upon and relies upon others to accomplish certain tasks, giving students practice for collaborative demands in school and work situations.

General Activities and Resources

Sample Syllabus

Instructor:

Office:

Hours:

Voice Mail:

E-mail:

We live in a visual culture, one which daily bombards us with images—written and electronic—that we must comprehend, analyze, and synthesize. That is even truer of the experiences of college students who must comprehend and evaluate large amounts of material quickly. To do this successfully, the student needs skills in note taking, time management, vocabulary enhancement, increasing comprehension, critical reading, and summarizing. This course is designed for students who want to improve their reading skills and develop helpful study strategies.

Required Materials

McWhorter, Kathleen T., *Study and Critical Thinking Skills in College*, Seventh Edition, Pearson Longman (2010)

College-level dictionary
3 x 5 index cards
Highlighters
#2 pencils

The following schedule is subject to change. Please check with your instructor to verify assignments and test dates.

Week 1	Introduction: Reading Between the Lines Part 1: College: Strategies for Success Ch. 1. The College System: An Orientation
Week 2	Ch. 2. Taking Charge of your College Career Ch. 3. Establishing Goals and Managing Your Time
Week 3	Ch. 4. Managing Your Life and Coping with Stress
Week 4	Ch. 5. Communication Skills for the Classroom
Week 5	Ch. 6. Thinking Critically and Solving Problems
Week 6	Part 2: Learning and Thinking Strategies Ch. 7. Learning and Teaching Styles Ch. 8. Learning and Memory
Week 7	Part 3: Applying Your Skills to Academic Disciplines Ch. 9. Study Strategies for Academic Disciplines Ch. 10. Learning Specialized and Technical Vocabulary
Week 8	Part 4: Mastering Course Content Ch. 11. Thought Patterns of Academic Disciplines
Week 9	Ch. 12. Note Taking for Lecture Classes
Week 10	Ch. 13. Learning from Textbooks, Graphics, and Online Sources
Week 11	Ch. 14. Organizing and Synthesizing Course Content
Week 12	Ch. 15. Critical Reading and Thinking About Course Content
Week 13	Part 5: Thinking Under Pressure Ch. 16. Preparing for Exams
Week 14	Ch. 17. Reasoning Skills for Objective Exams
Week 15	Ch. 18. Taking Essay Exams

Important Dates

Classes Begin:

Last Day to add a class:

Last Day to drop for refund:

Last Day to drop with a grade of W:

Classes End:

Final Exam:

Textbook Preview Activity

Textbooks contain numerous features especially designed to facilitate the students' learning. Students tend to ignore many features of the textbook that make learning easier. Begin discussion of this topic with the twofold question "What do instructors do to help you learn, and what do textbooks contain to help you learn?" Although students will offer many responses about how teachers help students learn, there will probably be few responses to the second part of your question. List in two columns on the chalkboard the students' responses. Then describe situations in textbook learning that parallel teacher-directed learning. For example, if a student says that instructors help you learn by telling you what is important, discuss how a textbook, through the use of headings or end-of-chapter questions, also shows what is important. Or, if a student says that instructors make the subject interesting, discuss how a textbook can do the same by the inclusion of pictures, the use of a colorful format, the inclusion of case studies, or discussions of current, controversial issues.

Another way to introduce a discussion about textbook aids is to ask each student to write down the name of one course that he or she is currently taking in which a textbook is required. Then ask each student to write answers to questions about the textbook used in that course, such as:

- What is the title?
- Does it have a glossary?
- What is contained in the appendix?
- How is the text organized?

Many students will be unable to answer your questions, and they will realize that they are unaware of many important features of their texts.

Following Directions

Directions: **This exercise tests your ability to understand and carry out directions.** Use a blank piece of paper to complete this exercise. **Read all directions completely before writing anything down. At the end of this exercise you will add up your score.**

1. Write your first name in the upper left corner of the page.
2. Write your last name in the upper right corner of the page.
3. Write the word "score" in the lower right corner of the page.
4. Write the numbers 1–10 down the left side of the paper.
5. Write your instructor's name in line number 2.
6. Write today's date in line number 5.
7. Write your birth date in line number 3.
8. Write your reading textbook title in line number 1.
9. Write your phone number, including the area code, in line number 4.
10. Write your favorite day of the week in line number 6.
11. Write your favorite holiday in line number 7.
12. Write your anticipated grade in your reading class in line number 9.

13. If you have a blank in line number 8, give yourself 25 points.

14. If you have "Wednesday" in line number 6, give yourself 25 points. If it is any other day, give your self 10 points.

15. If there is any writing on the page before you have gotten here for the first time give yourself zero points, because you have failed the exercise. If you still have a blank page, congratulate yourself for following directions carefully, and take a study break! Remember to read ALL directions completely before writing anything down, as specified in the directions for this exercise.

General Metacognitive Learning Log Prompt

Topic: _____

Before lesson:

1. What do you know about this topic already? List anything you remember about the subject.

2. What questions do you have about this topic? Is there anything in particular that you wonder about?

3. How is this topic important in your life?

After lesson:

1. What did you learn about this topic after the mini-lesson or activity?

2. Did you find answers to your questions? If not, make sure you get them answered before we move on. Don't be afraid to ask your question in class; it is likely that someone else has the same question. Otherwise, see me after class.

3. What new questions do you have about this topic after the activity? Where can you find answers to these questions?

4. Has this topic become more or less important to you? Explain.

5. Do you have any additional comments about this topic or activity?

Midterm Self-Assessment

Please use these questions as a guideline for your mid-term evaluation. Your comments will be taken seriously in my assignment of your course grade.

1. Review your list of personal goals for the class. Which of these goals is most important to you? What progress have you made in achieving these goals? Where do you want to go from here?

2. Reflect on your involvement in class. How would you evaluate your level of participation? Consider general attendance, promptness, participation in small and large group discussions, peer editing, conferencing, etc.

3. In what ways did your participation contribute to your learning in this course?

4. What do you see as your particular strengths in relation to the course? What do you believe have been your most significant personal contributions or accomplishments so far?

5. Assess the cleanliness and overall organization of your system for keeping class notes and assignments. Are your papers clean, smooth, and even? No ragged edges? Does this system work for you? Is it easy to find old assignments, notes, and other resources in your notebook?

The following questions will not be graded. They are simply an opportunity for me to learn more about your needs and expectations for this class. Feel free to answer them anonymously on another piece of paper if that would help you feel more comfortable or open.

1. What do you feel are the strengths of this course?

2. What suggestions do you have for improving the course?

Final Self-Evaluation Guidelines

Please use these questions as a guideline for your final self-evaluation. Your comments will be taken seriously in my assignment of your course grade.

1. Describe how your performance in this class over the semester has met or failed to meet your expectations (review your initial list of goals and your mid-term assessment if necessary).

2. What changes in study habits or strategies do you plan to implement next semester?

3. Evaluate your attendance and participation in group projects and class discussions. How did participation in group activities affect your learning in this class?

4. What do you believe have been your most significant personal contributions or accomplishments since the middle of the semester?

5. What is the most important thing you have learned in this class?

6. What was the most valuable learning activity in this class?

7. What was the least valuable activity?

8. Considering all aspects of your performance in class, what grade do you expect to earn?

The following questions will not be graded. As with the mid-term reflections, I will use them to improve my own teaching. You may submit these anonymously.

1. Have your concerns in this class been addressed appropriately? If not, please explain how they could have been dealt with better.

2. What suggestions do you have for improving the course?

Chapter 3

Approaches to Individual Sections and Chapters

Introduction: Reading Between the Lines

The text introduction focuses on critical thinking, and spells out the importance of study and critical thinking skills and demonstrates how students can use five key critical thinking skills to understand and evaluate arguments in textbooks, at work, and in their personal lives. This introduction provides a rationale for the book's dual emphasis on both study skills and critical thinking, and demonstrates the importance of critical thinking in college. It foreshadows the continuing emphasis on critical thinking throughout the book by discussing the immediate practical benefits of critical thinking in both everyday and academic life. Five key critical thinking skills are presented:

1. Examining opinions and beliefs
2. Recognizing emotional appeals
3. Looking for omitted information
4. Understanding the power of words
5. Learning how numbers can mislead

Part One—College: Strategies for Success

The major task of all college students, regardless of whether they are recent high school graduates or older students returning to college, is to think and learn. Of course, thinking and learning take various forms, including reading, writing, listening, scientific experimentation, scholarly research, practicum situations, clinical study, and on-the-job training. Learning how to think and how to learn, then, is a crucial first step for most college students. Part One of the text provides an overview and establishes the importance of the thinking and learning processes discussed throughout the book. It also discusses three success strategies: 1) time management, 2) stress reduction, and 3) classroom communication skills.

Many beginning students find college confusing and frustrating. Students entering college directly from high school find college classes and campus life very different from the high school environment. They often arrive with unrealistic or false expectations about college and the amount of work it involves. Students entering college directly from high school also must cope, often for the first time, with new freedoms and choices and must accept responsibility for their own learning. They find that they can select their own courses, arrange their own schedules, decide whether to attend classes, and choose when and how to study. This part of the text is, in part, written to help students approach these new experiences effectively.

Many colleges are finding increasing numbers of older students returning to college. They, too, find college a new and challenging experience. Older students are often timid and uncertain about beginning college. They often lack confidence in their study and thinking skills and question their ability to compete with younger students. This part of the text provides the older student with an information base on which to build his or her confidence and offers an organized approach to beginning college work.

Chapter One: The College System: An Orientation

Key Chapter Questions:

- How can you find the information you need about your college?
- What college services are available on your campus?
- How can you learn from the people you meet in college?
- How are different courses organized?
- How does the grading system work?
- How can you succeed in the classroom?

This chapter emphasizes the importance of learning how to function within the college system. Since many students are first-generation college students, they do not have family members who can explain the college system. A useful way to begin discussing this chapter is to discuss other situations in which knowing the system is necessary. Examples might be military service, employment, or religious services.

As a class activity, ask students to add questions to the "Rate Your Knowledge of Your College" questionnaire that are specific to their campus. Another worthwhile class activity is to ask all students to bring their copy of the college catalog to class. Many students do not read it. List the types of information it contains on the chalkboard. Alternatively, ask each student to prepare a multiple-choice or true/false test based on information in the catalog. Then have students exchange papers and take each other's test.

Skill Application and Transfer: Quiz on Syllabus

This activity will help students apply reading strategies to identify key details about the course that will contribute to their success.

1. Name:
2. Date:
3. Class:
4. Instructor:
5. Class begins (time):

6. Class ends (time):
7. This class meets on (days):
8. The location of the class (building, room):
9. How can you get in touch with the instructor?
10. List the required materials for this class:
11. How many classes are you permitted to miss during the semester?
12. Explain what you must do if you miss more than the maximum number of classes:
13. When is the last day to withdraw from classes this semester?
14. Identify due dates for important assignments:
15. Date of final exam:
16. How many hours of study time per week do you plan to dedicate to this course?
17. List the course objective(s) that seem most important to you:
18. List at least three things you hope to learn by taking this class:
19. What grade do you expect to earn in this class?
20. (Add question(s) to emphasize your own policies.)

Collaborative Learning: Campus Resource Scavenger Hunt

This activity will help students get to know one another, use reading strategies to find class and campus resources that will contribute to college success, and apply multilevel thinking skills.

While official sources of information are essential for students, another important source of information for college students is the counsel of experienced peers. Discuss with students the advantages of discussing class choices, study skills, lab procedures, etc. with a peer who is further along in their chosen path of study. Suggest that students may meet these more experienced peers through clubs, athletics, volunteer organizations, and other activities. You may even decide to have a panel of sophomores, juniors, and seniors meet with your class to answer questions and provide insights. Caution students to choose their mentor with care and to verify information given through official sources.

Directions: In groups of 3 to 5 students, go on a scavenger hunt to find resources around the campus. (All of this information can probably be found online, but it might be fun for the students to have to go to certain locations to collect artifacts and learn where these things are. Different groups may be assigned different locations so they can present information to the class about their particular resource, especially if the campus is large or time constraints exist for completion of the assignment. If you ask the students to go to the locations, have them collect useful artifacts from their visit: flyers, brochures, business cards, newsletters, etc.)

1. Library—location, hours and policies:
2. Admissions/admin office—location, hours:

3. Campus health center and/or counseling center—location, hours, services offered:

4. Computer labs—locations, hours, policies:

5. Instructor offices—location, office hours:

6. Campus dining—locations, hours:

7. Campus fitness facilities—locations, hours:

8. Attractive study areas on campus (answers may vary):

Your classmates can serve as excellent resources in your academic career. This section is dedicated to identifying the resources you have within your learning community.

9. Find at least one person who shares your major:

10. Find 2–3 people who have a similar class schedule to your own; you may be able to participate in a study group together:

11. Find 3–5 classmates who possess special skills (speak a foreign language, good with computers and technology, can juggle, etc.) Who has the oddest or most interesting special skill or hobby?

12. Get the name and contact information for at least one classmate who would be willing to keep you updated on class work if you should be absent:

Chapter Two: Taking Charge of Your College Career

Key Chapter Questions:

- What is expected of you in college?
- How can you take charge of your college career?
- What are the early warning signs of academic difficulty?
- How can you take an active approach to learning?
- What levels of thinking are key to college success?
- What is plagiarism and how can you avoid it?

This chapter establishes the demands and expectations of college and defines the overall purposes of the text. Learning and thinking skills are introduced as the essential ingredients of college success.

An interesting way to introduce the chapter or initiate discussion is to ask: "In what academic situations, if any, have you been formally taught how to think or how to learn?" Some students may benefit from specific questions, such as: "Is studying math different from studying history or science?" "Did your math instructor ever suggest how you should study or think about math?" Most students will realize that seldom, if ever, have they been taught how to learn or think. This realization leads students to understand the overall purposes of the text.

The chapter concludes with a discussion of cheating, plagiarism, and cyberplagiarism, a special type of plagiarism and a growing problem among college students. First, the various forms of cheating are identified. Then, this discussion identifies precisely what constitutes plagiarism and cyberplagiarism and offers suggestions for avoiding them.

Skill Application and Transfer: Plagiarism

Students who plagiarize may not be aware that they are doing so. Allow students to practice effective note-taking techniques by providing students with an article from which they should take notes. Then share several versions of notes that could have been taken from the article, contrasting those that plagiarize with those that effectively use generalizing, summarizing, restating, and other techniques to note important information. Ask students to compare the notes they have taken with those provided by you to help them identify plagiarism in their own note taking.

Metacognitive Reflection: Teamwork!

College work also frequently involves students working in groups or teams. Ask students to provide reasons why developing teamwork skills is important in today's society. Remind students that working in groups requires specific organizational and communication skills to ensure success. Ask students to brainstorm skills that allow sports teams, newspaper staffs, bands or orchestras, and dance troops to function successfully as a team. Then ask students how those skills can translate to academic work. Ask students to develop a list of guidelines to follow for group work in your class.

Collaborative Learning: Sticking With Long-Term Assignments

Some students new to college may struggle with adjusting to the long-term nature of many college assignments. Ask small groups to create a plan for completing a long-term assignment for your class, or for other classes in which your students are enrolled. Allow each group to share their plan, and discuss as a group strategies for completing long-term assignments successfully. Emphasize techniques such as breaking big assignments into small pieces, setting periodic deadlines, gathering resources early in the project, building in extra time for unexpected events, and maintaining communication with the professor or teacher's assistant.

Chapter Three: Establishing Goals and Managing Your Time

Key Chapter Questions:

- How can you decide what you want out of life?
- How can organize your life for success in college?
- How can you analyze your existing time commitments?
- How can you build a study?
- How can you make better use of your time?
- How can you concentrate to make the most of your study time?

The purpose of this chapter is to encourage students to establish life goals and to develop efficient organizational and time-management skills. Freshmen college students are often surprised when they find that their only structured time commitment is 15 to 18 hours a week of class time; many students do not know how to handle this new flexibility and tend to react in one of two ways. Some new college students feel that they have a great deal of time in which to get things done, and, as a result, do not keep up with daily assignments. They neglect assignments until they feel pressure to complete the work. This type of student usually falls behind, struggles to catch up, and operates from moment to moment, responding to immediate pressures.

Other students, when faced with what seems like a lot of free time, over-commit themselves. They may decide to register for an additional course, accept a part-time job, or become involved in numerous campus activities. These students eventually find that they are unable to keep up with everything and are forced to neglect something.

The chapter directs the student to analyze his or her actual time requirements by determining the number of hours of work per week each course requires. This exercise is intended to help the student realize that college work involves a significant commitment of time and to demonstrate that, in actuality, there is not unlimited, free time.

In presenting this chapter, it is important to recognize that some students may be reluctant to share details of their time usage with the instructor. You may wish to indicate that while time analysis is a very important topic, it is also a highly personal one and you do not intend to review each student's analysis.

Building a semester plan most likely will be a new activity for most students. Surveys of students' study habits have indicated that most study "when they feel like it" or "when they have to" (when a test is being given or a deadline is approaching). This haphazard method of study, of course, does not result in efficient learning.

In discussing a semester plan with students, you may find that some students are resistant or reluctant to build a plan. Some students work more effectively within a structured environment than others. Consequently, some students may resist a highly structured approach to time management. Others will believe that structure and planning are important, but may feel constrained if required to develop a formal semester plan. These individual differences should be accepted. As with all other strategies and skills presented throughout the text, students must modify and adapt them to suit their individual learning style. Emphasize that planning is essential, but the details of how students implement their plans should be individual.

Skill Application and Transfer: A Little Bit at a Time, All The Time

Remind students that one advantage of studying a little bit at a time over a period of time is that the brain has time to process the information and make connections between the new information and what the students already know. Try this experiment: ask students to write a paragraph about a time when they were afraid and give them a small amount of time, such as 10 minutes, in class to do so. Give students the prompt and ask them to begin writing immediately. Then have students describe how they felt about the assignment. Tell students that at your next class, you will ask them to write another paragraph, this time about their most embarrassing moment. When you next meet, ask students to write the new paragraph and then again discuss how they felt about the assignment. Was the second paragraph harder or easier to write? Why? Did students find themselves considering the assignment at odd times in the time between classes? Ask students to make connections between the writing assignments and studying in college.

Skill Application and Transfer: Building Concentration

The ability to concentrate affects both the ability to read and the ability to study effectively. Regardless of a student's level of proficiency in reading skills and study techniques, if that student is unable to concentrate, little will be accomplished. The ability to maintain a level of close concentration, then, is a crucial skill for all college students. The ability to concentrate involves two separate but related skills: excluding distractions and focusing attention. This chapter presents specific suggestions for each.

Give a brief reading assignment to the class. As the students read, observe their breaks in concentration. Jot down specific behaviors—actions, gestures, movements—of particular students that indicate that they are distracted. When students finish reading, describe the behaviors that you observed. Students will be surprised to learn the number of times that they lost concentration.

Ask students to read a brief selection and, while they are reading, deliberately create distractions. You might drop papers, close the classroom door, pace back and forth, and so on. As you do this, observe how many students break their concentration to watch you. Then, when they have finished reading, use your observations to initiate a discussion on concentration and controlling distractions.

Metacognitive Reflection: Work Smarter, Not Harder.

Ask students to think about this statement: "Work smarter, not harder." Allow volunteers to describe instances when they worked very hard on an assignment, but did not employ effective study techniques and consequently made the assignment more difficult and time consuming than necessary. For example, writing an essay by hand on paper and then typing it into a word processor would probably be considered an ineffective use of time these days. Most students today take advantage of the benefits of word processing and write, revise, and edit assignments electronically. Students may also reread entire chapters of a text in preparation for an examination, rather than spending time focusing on the most important or most difficult sections of the material. Work with your class to create a list of ways to work smarter in college.

Metacognitive Reflection: Achieving Long-Term Goals

Some students may have difficulty maintaining the effort and self-discipline required to achieve long-term goals. You might suggest that students start small and set a goal they can achieve today, or this week. Making small changes to your study schedule or method of studying over time might be more manageable for many students. For example, students may want to focus on studying a particularly difficult subject for a certain period of time every day. After that change in routine has been mastered, additional changes can be implemented.

Collaborative Learning: Rest and Relaxation: Required!

Particularly driven college students sometimes underestimate the importance of fun and relaxation. You may wish to remind them about the health benefits of exercise, the intrinsic rewards of volunteering, and the importance of exploring their spiritual nature. Ask students to discuss with a partner the 3 or 4 leisure activities that are most important to them. Then encourage your students to review their study plans and ensure that time is set aside for their preferred activities each week.

Chapter Four: Managing Your Life and Coping with Stress

Key Chapter Questions:

- How do you plan and manage your finances?
- How do you maintain your health?
- How do you make your job work for you?
- How do you manage relationships?
- How do you know if you're under stress?
- How can you reduce stress?

Life skills, although not traditionally considered study skills, are an essential part of college success. Regardless of how diligently and efficiently students study, unless they can manage the financial, physical, and social aspects of college life, they will not be successful. This chapter is intended to guide students in managing the unique and diverse aspects of college life. You might introduce the chapter by asking students to form small groups and prepare lists of non-academic problems they or their friends have experienced in college. Ask each group to share their list with the class, and create a master list for students to view. Then demonstrate that many or most of these problems are addressed in this chapter, thereby establishing the motivation for reading the chapter.

Many students regard stress as a problem or result. They fail to recognize it as a response. As a response, it can be changed and managed. You might introduce the chapter by asking who is experiencing stress and why. Create lists of stressors on the chalkboard. Students will enjoy venting their sources of stress. Then, try to find an item on the list that,

although stressful to the student who suggested it, is not a major source of stress to others in the class. Ask others how they respond to the stressor. This discussion will demonstrate that there can be different responses to a stressor—one of the key points of the chapter.

You might encourage students to complete the Stress Questionnaire again near the end of the semester, a time when stress levels are likely to be highest. Ask students to compare their scores and discuss reasons for differences, as well as methods for managing end-of-semester pressures.

Skill Application and Transfer: Finances and the Future

College students frequently underestimate the importance of establishing and maintaining a positive credit rating. Consider inviting a local financial planner, mortgage officer, or other financial expert to campus to discuss the importance of good credit with students.

Metacognitive Reflection: Applying Stress Reduction Techniques

Many great books and articles have been written about stress reduction. Ask each student to read a book or article about dealing with stress and report the two or three most helpful hints to the class. Students may wish to consolidate the hints into a handout that includes the bibliography information of the sources used. Students could then use sources from the list to help them deal with stressful periods later in the year.

People often increase their stress by worrying about things that are not likely to happen. Ask students to list events that they worry about. Then, as a class, determine the likelihood that each event will actually happen. Your class may need to do some research to make an accurate assessment. You may also wish to differentiate between events over which your students have control and events which are beyond their control. Encourage students to focus their thoughts on the events that are most likely to happen and that are within their control. Students may choose to research actions they can take to prevent particularly worrisome events.

Collaborative Learning: Roommates and Stress

Getting along with roommates is often a major concern for college students. Ask students to list roommate situations that have caused them stress. Then allow a group to role-play the situation and try various ways of dealing with the conflict. At the end of the role playing session, ask students to summarize techniques that they could try next time they have a conflict with a roommate.

Chapter Five: Communication Skills for the Classroom

Key Chapter Questions:

- How can you listen carefully and critically?
- How can you participate effectively in class?
- How can you ask and answer questions effectively?
- What should you do to work productively with classmates on projects?
- How can you make effective oral presentations?

This chapter focuses on classroom communication skills. Many students regard attending class as a passive activity. They are sometimes inattentive and reluctant to participate. The chapter begins by teaching students how to listen critically. To demonstrate the importance of listening critically, show a segment of a videotaped speech on a controversial topic or debate. Then ask students what message they heard. Different students will likely focus on different parts of the message, demonstrating the need to listen critically.

Although the lecture is the predominant mode of classroom presentation, students are likely to encounter courses in which class discussions, group activities, and projects are an important part of the course. Students who lack confidence in their skills and abilities are often passive and reluctant to ask or answer questions in class, to assume a leadership role in group projects, or to participate in class discussions. They think that their ideas are not worth sharing and that they cannot make meaningful contributions to the class. Students also fear that what they say may be criticized, either by the instructor or by another class member.

To overcome these attitudes and give students an opportunity to apply the techniques presented in the chapter, you might simulate a discussion or assign a group project. Attempt to reconstruct actual course conditions. Select a current or controversial topic, give students a reading assignment related to the topic, and ask them to prepare for a discussion by making notes and organizing ideas and questions. You might conduct the class discussion yourself or invite a colleague to conduct it so that you are free to observe or make notes on the level and effectiveness of students' participation. Try to note the particular problems students face.

Encourage students to take notes during the discussion and edit them immediately following it. After the discussion, again simulate actual course conditions by asking students to review and study their notes and the related reading assignment. You might then write an essay question and ask students to answer it on the basis of the class discussion. In addition to helping students evaluate the effectiveness of their study and review techniques, this activity will provide an opportunity to reinforce the essay-writing skills presented in chapter 20 "Taking Essay Exams."

Skill Application and Transfer: Evaluate Pundit Performance

Ask students to watch a discussion television show such as *Washington Week in Review*, *McLaughlin Group*, *Wolf Blitzer Reports*, *Nightline*, or *Meet the Press*. Encourage students to evaluate the performance of the participants based on the suggestions provided in this textbook. Do the participants listen critically? Are they prepared for the discussion? Are their contributions to the discussion effective? Do they ask meaningful questions?

Collaborative Learning: What Do You Want to Be When You Grow Up?

Ask students to brainstorm a list of jobs they'd like to hold after college. In small groups, encourage students to create a list of specific job responsibilities in each share their lists with the class.

Chapter Six: Thinking Critically and Solving Problems

Key Chapter Questions:

- How can you make good decisions?
- How can you specify a problem in a way that will help you solve it?
- How do you analyze a problem?
- Why should you identify a wide range of solutions to a problem?
- How can you evaluate the possible solutions?
- What factors should you consider in selecting a solution?

Solving problems is a task that college students face daily, both in academic situations and in their personal lives. You might begin by asking each student to make a list of the problems he or she is currently facing, both in course work and everyday life. Offer several examples to spark students' thinking. Students will be surprised at the length of their lists and readily accept learning how to approach problem solving more efficiently.

As you discuss problem solving, it is important to establish problem solving and decision making as essential academic skills. Students will readily agree that they face numerous

problems and make many decisions, but they often focus on nonacademic situations and concentrate on personal, social, or economic problems and decisions. You can emphasize academic problem solving and decision making by using an introductory freshman course as an example. Ask each student to choose one of his or her courses and describe the types of problems and decisions involved. It may be necessary to direct or focus the students' attention by asking questions such as, "Which class assignments have required decision making?" "What skills do multiple-choice exams require?" or "Does preparing for an exam involve problem solving?"

Skill Application and Transfer: Six-Step Approach to Solving Problems

Ask students to consider a problem faced by a character in their favorite movie or book. Review the six-step approach to problem solving presented in this text. Then evaluate the approach used by the character. Did the character use all six steps to solve his or her problem? Which steps were particularly effective or ineffective for the character? Was the character's approach realistic? Was the outcome of the decision realistic? How would the student solve a similar problem in real life?

Metacognitive Reflection: Making Decisions

Talk with students about the expression, "Hindsight is 20/20." Remind students that in real life, decisions must frequently be made with incomplete information. Encourage students to be willing to revise decisions when additional information becomes available.

Part Two—Learning and Thinking Strategies

This unit presents the foundation of learning and thinking strategies upon which the remainder of the text is based.

Chapter Seven: Learning Styles and Teaching Styles

Key Chapter Questions:

- How can you discover your learning style?
- How do you decide what you should learn?
- How can an awareness of your learning style help you study better?
- How can you adapt to different learning styles?
- How can you evaluate your learning?

This chapter focuses on how students learn. It begins by analyzing students' learning styles and then encourages them to make decisions about what and how to learn. The chapter also considers teaching style, a companion topic to learning style, and describes how students must adapt their learning to accommodate differences in teaching styles.

An interesting way to introduce the topic of learning and teaching styles is to ask the question, "Who is a good teacher and why?" Students will suggest the names of many different professors. Ask if everyone in the class agrees with each name on the list. Lead the class to discover that there may be disagreement because the way an instructor teaches may suit one student but not another. Then focus the discussion on learning and teaching styles.

The Learning Style Questionnaire helps students identify their strengths and weaknesses as learners, emphasizing the individuality of the learning process. Students may find it difficult to grasp the concept of learning style. It is helpful to discuss other individual differences, such as personality, to help students understand that learning style is unique. Learning style should not be presented as a fixed, unchanging set of characteristics. Again, much

like personality, it evolves, develops, and changes. If students fail to understand this, they may seize upon learning style as a reason or excuse for their inability to learn certain types of material or function in particular classes. It is also important to caution students that the Learning Style Questionnaire is only an indicator of learning style; it is not an absolute measure. The results should be combined with the student's self-knowledge and experience in order to be used effectively.

Skill Application and Transfer: Learning Styles in Everyday Interactions

Suggest that the learning style inventory can also help students interact with others at work and at home. Ask students to informally assess the learning style of their supervisor at work or a roommate or sibling. Is the student's learning style compatible with that of the other person? If not, how could the student structure interactions with the other person, in order to maximize the amount of learning both parties can attain?

Metacognitive Reflection: Learning Styles, Multiple Intelligences, Scheduling, and the Importance of Reading for Academic Success

This activity will help students identify their own learning styles, and strengths and weaknesses among the multiple intelligences. They will also begin setting up a realistic schedule to support academic success, and consider how reading contributes to college success.

1. Think about your organization strategies. Assess your strengths and weaknesses, and make a list of tasks or strategies you can use to improve your organization in school and other areas of your life.

2. Set up a semester calendar for this class and others as you receive syllabi and texts, due dates, etc. Remember to incorporate obligations to family, health and fitness, socializing, work, and other elements of your life.

3. Set up a study schedule for this semester; identify your best times and places to study.

4. Education experts recommend studying two hours per hour in class for an easy class, three hours per hour in class for an average class, and four hours per hour in class for a difficult class. Calculate how much time it will take if you follow these guidelines. Are there content areas where you probably have to allot more time? Incorporate those hours into your study schedule. If it turns out you have to study less, then you'll get the reward of free time that you can allocate to other pursuits. However, if you haven't planned for it, the extra time demanded by challenging courses will be hard to find in your schedule.

5. Identify and comment upon your learning style.

6. What are you going to do to take care of yourself this semester, to achieve some balance and a good quality of life?

7. Research shows that distributed practice is superior to massed practice. What does this mean? How can you apply this important educational principle to your own academic career?

8. Brainstorm all the ways you can think of that reading contributes to college success.

Metacognitive Reflection: Identify Strengths and Weaknesses as Learners

This activity will help students identify ways they can adapt their strengths to studying, especially if they learn better via the less traditional methods than those typically used in academics.

This activity is intended to assist students in identifying their strengths and weaknesses as learners and to emphasize the individuality of the learning process. Students may have difficulty grasping the concept of learning style. It is helpful to discuss other individual differences, such as personality, to help students understand that learning style is unique. Learning style should not be presented as a fixed, unchanging set of characteristics. Again, much like personality, it evolves, develops, and changes. If students fail to understand this, they may seize upon learning style as a reason or excuse for their inability to learn certain types of material or function in particular classes. It is also important to caution students that the learning style questionnaire is only an indicator of learning style; it is not an absolute measure. The results should be combined with the student's self-knowledge and experience in order to be used effectively.

Ask students to think of everyday tasks that are either easy or difficult to accomplish. To initiate the discussion, ask students whether it is easy or difficult to assemble toys, repair equipment, follow schematic diagrams, follow oral directions, and so forth. Students will soon discover that individual differences exist. After students have brainstormed lists of everyday activities, make a transition to academic tasks. Indicate that the learning style questionnaire will help them assess the manner in which they can learn and perform academic tasks most easily.

Metacognitive Reflection: Identify Learning Styles and Talents

Have students complete these online assessments, and reflect on what they reveal about their particular learning styles. Try completing more than one assessment to compare the results. Do an Internet search on Learning Styles Assessment and Multiple Intelligences Assessment to find a variety of tools.

- Index of Learning Styles Questionnaire.
  http://www.engr.ncsu.edu/learningstyles/ilsweb.html
- Multiple Intelligences for Adult Literacy and Education.
  http://literacyworks.org/mi/assessment/findyourstrengths.html

Collaborative Learning: Learning Styles in Action

Create groups of students in which the various learning styles are represented. Then give each group a class topic to prepare a lesson for. Encourage the groups to include activities in their lessons that meet a variety of learning styles. Allow groups to present their lessons. Following each lesson, ask the class to identify the activities aimed at each learning style.

Chapter Eight: Learning and Memory

Key Chapter Questions:

- How do learning and memory work?
- What are the three stages of remembering?
- How do you improve your ability to learn?

This chapter shows students how to learn more effectively. It describes the learning process and presents implications for efficient study. This chapter serves as the rationale or foundation upon which many of the learning strategies throughout the text are based. After students know how learning, remembering, and forgetting occur, they become more receptive to techniques that facilitate learning and prevent forgetting. Students may not immediately see the relationship between the learning and memory processes described in this chapter and the techniques introduced throughout the remainder of the text. For that reason, it is useful to use the chapter as a point of reference, referring back to it as new techniques are presented.

In presenting or discussing chapter 8, it is important to make each step of the memory process as real as possible by using examples from the students' everyday experiences. For example, describe everyday and academic situations in which students use selective attention to make this concept relevant and understandable. After providing several examples, ask students to think of additional situations that illustrate the same concept or stage in the memory process.

Skill Application and Transfer: Mnemonic Devices

Mnemonic devices are rhymes, sayings, or songs designed to help improve memory of a specific piece of information. For example, the treble clef notes on lines are often remembered using the saying, "Every good boy deserves fudge." Ask students to share other mnemonic devices they have learned and discuss why the devices have been successful. Encourage students to create appropriate devices to help with memorization in college as well.

Metacognitive Reflection: Review and Revise Study Plans

Ask students to review the study plans they made at the beginning of the semester in light of the information learned in this chapter. Discuss the importance of periodic review when developing long-term memory and encourage students to ensure they have set aside time each week to review material from previous weeks.

Collaborative Learning: Annotation to Create Memory Aids for Studying

This activity will help students use textbook previewing and annotation to create memory aids for studying textbook material.

Divide the class into pairs or threes and assign each group a different chapter of the textbook that has not yet been assigned. Ask them to teach this information to the class and to prepare a memory aid to help the students understand and remember the concept or technique.

Collaborative Learning: Memorization Experiment

Prove to students the importance of recoding by trying an experiment with your class. Ask half of the students to memorize a list of items. Ask the second half to memorize the list, but provide the list in the form of a story, in which each item is connected to the next in some way. At your next meeting, ask students from each group to present the list and evaluate which group had more success with the assignment. Discuss the findings with your class.

Part Three—Applying Your Skills to Academic Disciplines

The overall purpose of Part Three is to teach students to modify their study and thinking strategies to specific academic disciplines. The unit recognizes the uniqueness of each discipline while emphasizing to students that study and thinking strategies they have already developed, if properly adapted, are effective.

Chapter Nine: Study Strategies for Academic Disciplines

Key Chapter Questions:

- How can you get off to a good start in an unfamiliar field of study?
- What are the characteristics of each academic discipline?
- How should you adapt your reading and study strategies for each discipline?
- What particular thought patterns can you expect in each discipline?
- How should you take lecture notes for each discipline?

Many students have a set pattern of study and approach each task in a similar way. The purpose of chapter 9 is to help students adapt their learning strategies to suit various academic disciplines. A useful way to introduce the chapter is to select two common freshman level courses, such as psychology and composition. Write the titles of these courses on the chalkboard and ask students how they differ, considering such factors as course objectives, types of learning, types of thinking, assignments, exams, teaching style(s), and papers. Then discuss how one's approach to each course must also necessarily differ.

An interesting class activity is to ask students to prepare lists of tips for specific courses they are taking. These sheets might use headings similar to those used in the chapter: What to Expect, How to Read and Study, Thought Patterns to Anticipate, and Taking Lecture Notes. Students in the class who are taking the same course may compare and evaluate tip sheets. Encourage students to share their tips with class members who plan to take the course in future semesters.

Skill Application and Transfer: Developing Guide Questions

Developing guide questions is best presented as a means of focusing attention and remembering what is read. An extremely common complaint is that students cannot remember what they read. Even students with above-average reading abilities frequently experience this problem. If students comprehend adequately the material as they read it but cannot recall it later, a common reason is that they have not established a specific purpose for reading or an intention to remember. Students often read a chapter because it has been assigned. They do not approach the chapter with the intent to find out more about a particular topic or to relate textbook content to information already presented in the classroom lecture. And, because they are looking for nothing in particular as they read, they recall little or nothing.

Present the development of guide questions as a vehicle to assist students in establishing a purpose for reading. It forces them to identify why they are reading a given material and what they need to learn from it. Usually, students are easily convinced of the value of establishing a purpose for reading, particularly if it is demonstrated by using several common examples.

Ask students to suggest day-to-day situations in which a purpose is established before an activity is begun. They might offer such suggestions as: knowing what you are going to buy before going shopping, setting a time or a distance goal before starting out jogging, knowing how much you want or how much money you are able to spend before going to a restaurant, or knowing what information you need before going to the library.

A more difficult task is to teach students to develop appropriate and useful questions. In fact, the most common difficulty that students have in establishing purposes and forming questions is that of constructing questions that are specific and that relate directly to the main topics covered in the material. Strongly discourage questions that can be answered in a word or two.

Students will have greater difficulty in establishing purposes for reading material that does not employ headings. When forced to rely on the first sentence of each paragraph, students are more reluctant to take the additional reading time required. Emphasize that reading with a specific purpose is even more important when the material lacks the organizational and structural aids provided by the headings.

Skill Application and Transfer: Preview and Predict Before Reading

Previewing is a procedure that allows a reader to become familiar with any type of material before reading it. Research has documented its value in improving reading efficiency, and its worth is further attested to by its inclusion in nearly all of the reading/study systems published in the past thirty years. The technique is built on the psychological concept of mindset, or expectancy, and its validity is well substantiated in verbal learning theory.

The technique of previewing will be new to most students, and they will be cautious at first. It is important to provide an opportunity in class for students to try the method and

then to react to and ask questions about it. The exercise included in the chapter directs the students to preview a sample selection and answer some general questions about its content.

As a follow-up to this exercise, and to demonstrate further the amount of information that one acquires while previewing, ask students what additional information (other than the answers to the exercise questions) they learned as they previewed. As students respond, list the information on the chalkboard. As the list grows, students will be impressed with the amount of information they can gain through previewing and should become convinced of its value.

The most common mistake students make in previewing is to spend more time than is necessary and to attempt to read too much. To prevent this problem and to shape correct previewing techniques, set a time limit for class exercises. This will force students to speed up and will partially answer the common objection to the technique, "It takes too long!"

Your challenge is to ensure that students transfer their skill in previewing to their daily assignments and leisure reading. Although there is no certain way to effect this transfer, a cue reduction method has been successful for many instructors. This involves gradually diminishing the frequency of specific directions and reminders to preview. Right after you have taught previewing, always direct students to preview anything that you ask them to read. Then, after several weeks of constant reminders, gradually phase out the reminders so that you are giving them only occasionally. As you phase out reminders, observe whether students are continuing to preview before reading, without specific direction to do so. When most students preview without reminders, further reduce or eliminate the reminders. This method of gradual cue reduction is equally effective in working with many other techniques presented in the text.

Metacognitive Reflection: Thought Patterns in Academic Disciplines and Professions

Ask students to list the "Thought Patterns" for each of the academic disciplines discussed in this chapter, including listing, comparison and contrast, cause and effect, process, problem-solution, and chronological order, and to choose a career that they are interested in. Encourage students to identify ways in which they might use each of the thought patterns in their chosen career.

Collaborative Learning: Types of Learning Assessment in College Courses

Ask students to bring examples of assessments they have been asked to complete in a variety of classes in college. As a class, analyze the types of questions found in the assessments and the methods of study most likely to prepare students for each type of assessment.

Chapter Ten: Learning Specialized and Technical Vocabulary

Key Chapter Questions:

- How is terminology a key to course mastery?
- How do you use mapping to learn new terminology?
- Why are core prefixes, roots, and suffixes important in learning new terminology?
- What are course master files, and how can you create them?

An important factor in the mastery of any subject area is the ability to learn and use the terminology specific to that area. Knowledge and control of the language of a subject area enables the student to: 1) understand textbooks and class lectures more accurately and completely, 2) communicate effectively in class discussions, and 3) demonstrate his or her mastery of the subject matter on tests and examinations.

During their first term, most college students enroll in several courses with which they have little or no previous experience. Courses in the social sciences, for example, represent

new disciplines to which students have had little introduction. Further illustrated, some students have no idea what subject matter is studied in sociology or anthropology.

At first, students are confused and even overwhelmed by the unfamiliar and seemingly complicated language used in their textbooks and by their instructors. It may be useful to discuss with students the need for and value of specialized terminology within a subject area. Often, students do not realize that technical vocabulary contributes to the precision, clarity, and accuracy of the communication process in that subject area. Instead, students sometimes regard the use of specialized terminology as unnecessary complication.

To demonstrate the efficiency and expediency of using specialized terminology rather than everyday words, you might select a textbook passage and present two versions of it to the class. For the first version, reproduce the passage exactly as it appears in the textbook. For the second version, identify each specialized term and replace it with its definition, from the text's glossary. Including the definitions in the second version will make the passage much longer and more complicated. Ask the students to read both versions and discuss which is easier to read. Students will quickly realize the need for specialized terms.

To demonstrate further that specialized vocabulary contributes to semantic precision and prevents ambiguity, you might use a sentence that contains several words that have multiple meanings. First, read or write the original sentence for the class. Then, substitute an alternative but inappropriate meaning for the word and present it again. Of course, the sentence will not make sense, because the precise word meaning was not used in the second sentence. Students will readily see that everyday language can result in confusion and misinterpretation and will recognize the need for words that have specific meanings.

Skill Application and Transfer: Terminology and Intended Audience

Remind students that while terminology allows experts in a field to effectively communicate, appropriate use of terminology depends upon the intended audience of a research paper, essay, speech, marketing appeal, or set of directions. For example, share with students two articles on the same topic: one aimed at experts in a field and one intended for the general population. Compare and contrast the articles. Discuss the techniques used to introduce required vocabulary in each article. Ask students to practice writing explanations for two diverse audiences.

Skill Application and Transfer: Importance of a Good Vocabulary

Within the reading process, vocabulary is a component skill that contributes to the desired end: comprehension. A knowledge of individual word meanings is essential in order to gain meaning from larger units of sentences, paragraphs, and passages.

Although the vocabulary of academically weak students is not extensive, it is not often the primary cause of poor reading skill. Instead, a limited vocabulary is an effect of limited reading and of the necessity, while reading, to struggle to comprehend the larger meaning instead of focusing on individual words.

The purpose of this unit is to provide specific techniques that students can use to expand their vocabulary. Vocabulary development is often regarded by students as a dull, even boring, topic and is classified, along with spelling, as a routine task that requires rote memorization. The techniques included in this section are those that are most practical and produce fairly immediate results. College students seldom have the ambition or motivation to undertake an in-depth program of vocabulary development. They are interested, however, in effective methods of vocabulary improvement that they can use as they read their college texts.

Students often regard vocabulary level as unchanging and predetermined. They think of it as an innate ability similar to artistic talent, a musical ear, or athletic ability. In students' perceptions, one has either a large or a small vocabulary; it is not something that one can control or change. This attitude must be confronted before students will approach the chapter with enthusiasm and interest.

Vocabulary correlates with I.Q., or general intelligence (as does overall reading ability). There is also clear research evidence that anyone in the normal intelligence range can improve

his or her vocabulary. The easiest way to convince students that vocabulary can be improved is to discuss the process of language learning and development. Newborn infants have no vocabulary; all learning occurs after birth. Vocabulary is first learned by association. The child points at a cookie and the mother or father says the word "cookie." Eventually the child associates the object with the word. Learning progresses to more complicated forms as the child becomes familiar with language syntax and structure and begins to form phrases and sentences. When they realize that all vocabulary is learned, students recognize that they are capable of continuing this learning process and developing their own vocabulary.

Most students have thought very little about improving their general vocabulary and are surprised to learn that they have four different vocabulary levels. Once conscious of these vocabulary types, students usually become interested in expanding their vocabulary at one or more levels.

An important factor in the mastery of any subject area is the ability to learn and use the terminology specific to that academic area. Knowledge and control of the language of a subject area enables students to understand textbooks and class lectures more accurately and completely, to communicate effectively in class discussions, and to demonstrate mastery of the subject matter on tests and examinations.

During their first semester, most college students enroll in subject areas with which they have had little or no previous experience. Courses in the social sciences, for example, represent a new discipline for which many students have had little introduction; many academically deficient students have no idea what subject matter is studied in sociology or anthropology. At first, weak students are confused and even overwhelmed by the unfamiliar and seemingly complicated language used by the textbook and by their instructor. It may be useful to discuss with students the need for and value of specific terminology, or jargon, within a subject area. Often students do not realize that technical vocabulary contributes to the precision, clarity, and accuracy of the communication process in a particular subject area.

To demonstrate the efficiency and expediency of using specialized terminology rather than everyday words, select a textbook passage and present two versions of it to the class. For the first version, reproduce the passage exactly as it appears in the textbook. For the second version, identify each specialized term and replace it with its definition, as taken from the text's glossary. The second version will be much longer and more complicated due to the inclusion of the definitions. Ask students to read both versions and discuss which is easier to read. They will recognize quickly the need for specialized terms for concepts in various academic disciplines.

To demonstrate further that specialized vocabulary contributes to language precision and eliminates confusion, use a sentence that contains several words that have multiple meanings. First, read or write the original sentence for the class. Then substitute an alternative but inappropriate meaning for the word and present it again. The sentence will not make sense, of course, because the correct word meaning was not used in the second sentence. Students will readily see that everyday language can result in confusion and misinterpretation and will recognize the need for a word that has a specific meaning.

Skill Application and Transfer: Context Clues and Word Parts

A student's first reaction to an unknown word is to skip over it and continue reading. Students think that their only alternative is the time-consuming task of looking the word up in the dictionary. Many are not aware that often the meaning of a word can be determined through context or by analyzing its parts.

Students can understand easily the use of context in determining word meaning if its use is first demonstrated by spoken examples.

Dictate a sentence in which one word is missing and then ask students to guess the missing word. Next, give the class a sentence in which one word has been translated into French or German. Dictate the sentence and ask the class to give the English translation of the foreign word. Finally, present a sentence in which an unfamiliar English word appears and ask students to give a synonym for the unknown word. This procedure demonstrates to students that the context of a word often provides a clue to its meaning.

In teaching the use of context, it is important to emphasize that context clues are not always useful in determining word meaning. In some situations the context offers no clues, and the word meaning must be checked in the glossary or dictionary. Also, emphasize to students that context clues seldom give a precise meaning of the word. In textbook reading situations, where the exact meaning is needed, students must check the dictionary.

Ask students to identify five difficult or unfamiliar words from an instructor's lecture or from one of their textbooks. Then direct students to write one sentence for each word in which the meaning of the word can be determined from analysis of the context. Have students exchange papers and use the context to determine the meaning and write a synonym for each word.

Metacognitive Reflection: Self-Analysis of General Vocabulary: Reading, Writing, Speaking, and Listening

Do a self-analysis of your general vocabulary in each of the four areas of reading, writing, speaking, and listening. Determine in which area improvement is most needed or is most important to your academic success. Throughout the semester, revisit this exercise to measure progress in learning and practicing new vocabulary words.

Collaborative Learning: Using Word Parts to Create New Words

Divide class into two groups. Pass out one word part to each student, written in large text. The groups will compete to see who can form the most words by recruiting the student/word parts to form words. One student can write down the words on a piece of paper or on the board while the others arrange the students/word parts into words. Be sure to include suffixes, prefixes, and roots. How many can each group come up with? When the groups can't come up with more words, the students can come up to exchange their word part for a new one or trade with a student from another group. Be sure to have plenty of word parts available.

Collaborative Learning: Understanding Word Structure

Create a chart to build meaning. Challenge students to create a picture to best represent the meaning of the word part. Present these concept pictures to the class. Ask the students to identify course subjects that might utilize each of the words. This activity will help students use word structure clues to understand technical vocabulary.

Collaborative Learning: Value of Learning Word Parts

Students become convinced of the value of learning prefixes, roots, and suffixes if you first demonstrate how vocabulary can increase exponentially, unlocking the meanings of hundreds of words.

As a class activity, select three common prefixes, three common roots, and three common suffixes; list them on the chalkboard or use an overhead projector. Build as many words as possible from various combinations of these word parts.

Collaborative Learning: Specialized Terminology in Action

Ask students to write a short paragraph using special terminology specific to their job or a special interest or hobby. Allow other students to try to identify the job or hobby for which the terminology applies. Discuss the importance of learning appropriate terminology in order to make a contribution to a class, company, or group.

The College Student's Troubleshooting Guide

This section identifies common academic and personal problems students may find themselves facing as new college students, and offers helpful solutions to help them in an easy to

read format. This section covers topics including how to set goals and priorities, read textbooks and take effective notes, improve grades and do well on tests, improve writing skills, use technology, solve interpersonal conflicts, ensure personal safety and security, solve living and commuting arrangements, and stay healthy. Supplemental activities related to this section may focus on metacognition and how the students can apply this information to their individual circumstances.

Part Four—Mastering Course Content

This unit presents strategies for studying and learning both textbook and lecture material. It opens with a chapter on patterns of academic thought that provides an organizational framework through which various learning tasks can be approached. These patterns are used to develop strategies for lecture note taking, textbook reading, and study. The section includes a chapter that discusses how to organize and integrate information. The concluding chapter addresses critical analysis and evaluation of course content.

Chapter Eleven: Thought Patterns of Academic Disciplines

Key Chapter Questions:

- What are thought patterns?
- How can recognition of thought patterns help you master your courses?
- What are six common academic thought patterns?
- How can these thought patterns improve your memory and learning?

Seven common patterns of academic thought are described in this chapter. Although students have been exposed throughout their academic careers to these patterns, seldom if ever, have they been verbalized or formalized.

You might open a discussion of academic thought patterns by demonstrating how these patterns pervade nearly all academic disciplines. Ask each student to bring a text to class from another course. List the seven patterns on the chalkboard patterns (Order or Sequence, Comparison and Contrast, Cause and Effect, Classification, Definition, and Listing) and direct the students to examine their texts to determine whether each pattern is used and to identify patterns that predominate. You might structure the students' approach by asking them to check for a glossary and to note its length or to preview the first chapter as indicators of use of the definition pattern. Then direct students to study the table of contents, read chapter summaries, and note the use of tables, graphs, and diagrams as indicators of other thought patterns.

Many students do not recognize readily or accept that patterns facilitate retention and recall. A demonstration or convincing illustration is often needed to illustrate how patterns enhance recall. You might draw five different diagrams on the board, four of which have a pattern or organization, such as concentric circles or inverted triangles or lines arranged in a crisscross pattern. The fifth could be a random arrangement of signs and symbols. Give the students a minute or two to study the drawings. Then cover up the diagrams and ask the students to draw each from memory. When they have finished, tally the number of correct responses for each diagram. Discussion can then be generated about why few or no students recalled the random drawing, which leads to a discussion of the use of patterns as an aid to recall.

Skill Application and Transfer: Thought Patterns in Action

Ask students to imagine that they are responsible for preparing an oral presentation to explain their favorite hobby to people who are unfamiliar with that hobby. Ask them to also list a subtopic they could cover in their presentation for each of the patterns dis-

cussed in this text. Students can refer to the table in this chapter that lists these patterns. For example, suppose a student chooses to explain the sport of field hockey. For the chronology pattern, the student might explain the history of the game or the milestones related to the U.S. Olympic Field Hockey Team in the last 20 years. For the process pattern, the student might explain the steps in the game or the steps followed in the game. For spatial, the student might explain the field hockey field or the parts of the field hockey stick. Allow small groups of students to share their lists and help each other find subtopics for all patterns.

Skill Application and Transfer: Identify Thought Patterns in Academic Textbooks

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Open a discussion of academic thought patterns by demonstrating how these patterns pervade nearly all academic disciplines.

Ask each student to bring to class a text from one of his or her other courses. List the seven patterns (Order or Sequence, Comparison and Contrast, Cause and Effect, Classification, Definition, and Listing) on the chalkboard and direct students to examine their texts to determine whether each pattern is used and to identify patterns that predominate. Structure the students' approach by asking them to check for a glossary and to note its length or to preview the first chapter as indicators of use of the definition pattern. Then direct students to study the table of contents, read chapter summaries, and note the use of tables, graphs, and diagrams as indicators of other thought patterns.

Skill Application and Transfer: Identify Thought Patterns in Academic Textbooks

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Metacognitive Reflection: Comprehension Monitoring

Comprehension monitoring is an aspect of current metacognitive theory that emphasizes a student's awareness of his or her own thought processes. Applied to the reading process, metacognitive theory states that students need to know which strategies work, which do not, and how to remedy comprehension failure.

Have students brainstorm all the contexts or occasions when monitoring occurs. Begin by offering examples from sports or other nonacademic situations, and make the transition to academics.

Metacognitive Reflection: Self-Assessment of Reading Strategies and Comprehension

Introduce Comprehension Strategies. Understanding the meaning embedded in text is the fundamental reason for reading. Good readers establish a purpose for reading and actively monitor their comprehension to accomplish their goal. They adjust the speed of their reading to accommodate challenging text, resolve comprehension problems while they're reading, and check for understanding when they are finished. Good readers consciously use comprehension strategies to make sense of what they have read.

Class Discussion. In order to make meaning when we read, we need to understand what we're reading. What do readers do when they get stuck? Ask students to brainstorm. You can help fill in strategies that students don't identify. Students may identify further strategies to add to the list as they do the exercise.

Strategies to use while reading:

- Apply knowledge of the organizational structures (chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.
- Confirm predictions about text for accuracy.
- Connect information and events in text to experience and to related text and sources.
- Connect to background knowledge.
- Consciously think about the message.
- Define/Redefine the purpose for reading the text.
- Draw an inference.
- Figure out unknown words.
- Generate clarifying questions in order to comprehend text.
- Get help from someone.
- Look at the structure of the sentence (syntax).
- Make a prediction.
- Predict text content using prior knowledge and text features (titles, topic sentences, key words, illustrations).
- Raise a new question.
- Read ahead.
- Read the author's note.
- Reread.
- Stop to think.
- Study the illustration or other text features.
- Try to visualize.
- Use graphic organizers in order to clarify the meaning of the text.
- Use reading strategies (drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.
- Write about the confusing parts.

Metacognitive Reflection: Thought Patterns in Academic Reading

This activity will help students identify their own prior knowledge about thought patterns, point out new strategies, and allow them to explain how the use of thought patterns can focus their reading and later recall of information.

Identify your own most common approaches to academic reading. List the thought patterns you are most familiar with, and those listed here that are new to you. How can you use this information to improve your studying and recall of information?

Metacognitive Reflection: Thought Patterns Illustrated

Mapping or drawing the thought patterns helps reinforce the information for later recall. Draw a diagram to illustrate each of the thought patterns discussed in this chapter. These maps are useful tools for note taking or representing complex information for ease of studying. They also serve as excellent prewriting tools when composing papers or preparing answers to essay test questions. Compare your drawings with those of your classmates. Did you leave anything out? In which of your classes are you most likely to use this information?

Collaborative Learning: Recognizing Common Academic Thought Patterns

Draw a diagram to illustrate each of the thought patterns discussed in this chapter. The instructor can collect and redistribute these drawings, or you can exchange papers with your

classmates. Identify which thought pattern is illustrated. Are any elements left out? Can you draw in additional elements to clarify the illustration? Discuss the classes or other situations in which you most likely to use this information.

Collaborative Learning: Recognizing Common Academic Thought Patterns and Signal Words

Write the pattern names, functions, and accompanying transition on paper and cut it into strips. Make sets for several groups of students. Secure the scrambled terms, functions, and transitions with a rubber band and place them in an envelope. (Laminated copies will endure for several semesters.) Divide students into groups of twos or threes and challenge them to match the patterns to functions and signal words. The "extra" strips of transition words for Cause and Effect and Compare or Contrast patterns may throw students off initially, but this also adds a bit of a challenge.

After most groups have finished, display a transparency of the correct order and discuss the clues that helped the students determine the matches.

Finally, challenge students to search their textbooks for examples of the paragraph patterns. Ask them to write one or two examples per group on index cards. Write the thought pattern on the back of the card lightly in pencil. Then pass the cards around from group to group to see if the other groups can name the thought pattern, checking their answers on the back.

Collaborative Learning: Patterns of Organization in the Popular Press

Encourage students to bring their favorite magazines to class. Ask small groups of students to skim each magazine to determine the patterns used in each article and to report their findings in a table. When all groups have finished, chart the results as a class and discuss the patterns found and the topics that usually employ each pattern.

Chapter Twelve: Note Taking for Class Lectures

Key Chapter Questions:

- Why should you learn a systematic approach to listening and lecture note taking?
- What techniques can you develop to record the content and organization of lectures?
- What are the various lecture styles, and how can you recognize them?
- How can you identify and use instructors' thought patterns to take good notes?
- How should you edit and review your notes?

Despite recent instructional innovations, the advent of programmed instruction, and the popularization of media learning (closed-circuit TV, for example), lecture is still the predominant mode of presentation in the college classroom. Most students readily admit they need to learn how to take notes. They are faced with the immediate necessity of taking notes in the first week of their courses and learn quickly that their notes must be complete and accurate.

The first problem students experience in note taking is knowing what to record. Essentially, knowing what to record requires listening comprehension. Listening comprehension parallels reading comprehension and involves many of the same skills. The student must be able to identify topics and main ideas and distinguish important details from unimportant ones. In addition, a student must be able to follow the speaker's organization and relate the ideas to one another. Unfortunately, students do not often recognize this parallel and cannot transfer the skills learned in reading comprehension to an aural situation. It is worth spending some time discussing the similarities between reading and listening comprehension and encouraging students to apply their reading comprehension skills to extract important information from lectures.

An effective procedure in teaching note taking is the use of a guest lecturer. After you have covered most of the basic techniques for effective note taking, ask a colleague to come into your class and give a 15- to 20-minute lecture on a topic from his or her discipline. If your campus has videotape capabilities, you might tape the lecture for subsequent review with the class or future use. Ask the students to take notes on the lecture, and after it is over, direct students to trade papers and compare and evaluate each other's notes. It is important that the students have a standard or model with which to compare their own notes as well as to evaluate each other's. You might, as the lecture is being given, take notes yourself, writing on a sheet of plastic that can be used on an overhead projector. Then, using the projector, display your notes.

Discuss the features of the guest lecture. How did the speaker emphasize important ideas? What was the lecture's organization? What lecture style was evident? Students will particularly enjoy this discussion if you can arrange to have the speaker present and willing to participate in the discussion.

If you are unable to secure a guest lecturer, you might ask the class to attend an open lecture on campus, or you might find a colleague who is willing to have students sit in on one of his or her large lecture classes. The same type of follow-up activities and discussions previously mentioned are appropriate to these situations as well.

The topic of editing deserves special emphasis. Students often fail to review and make changes in their notes following a lecture and do not realize that editing can substantially improve the accuracy and completeness of their notes. To encourage students to edit, you might give an assignment that requires students to take notes on a lecture in any one of their classes and then edit the notes, using a different color ink for the editing. You could then comment on and evaluate individual students' editing skills.

Some students study lecture notes in the same inefficient manner as they review textbook chapters—by frequent rereading. The recall clue system offers an alternative to rereading and is effective because it forces the student to select, sort, classify, and organize the content. The student must think and react to what he or she is reading in order to form recall clues. By becoming involved actively with the lecture's content, students increase their retention.

Skill Application and Transfer: Lecture Outlines

Prepare for a lecture you will deliver by identifying the lecture format you will use and creating a handout providing the main ideas, details and examples, and an outline of the presentation. Ask your students to take notes as you deliver the lecture. Then share your handout with students and ask them to compare the handout with their notes. Discuss any areas where the handout and student notes differ considerably.

Metacognitive Reflection: Visual Organizers

Visual organizers often help students of all ages to organize key concepts. Discuss various types of visual organizers, such as Venn diagrams, T-charts, character webs, etc. Then ask students how these visual organizers can be used with various lecture formats and topics. You may even want to provide students with appropriate organizers prior to your own lectures and model for students how to use them.

Chapter Thirteen: Learning from College Textbooks, Graphics and Online Sources

Key Chapter Questions:

- What textbook features aid learning?
- What are previewing techniques, and how are they useful?
- How do you use the SQ3R reading/study system?

- How should you read graphic material to understand its meaning?
- How can you choose a method for reading non-textbook reading assignments?
- How do you read and evaluate Internet sources?

This chapter describes the textbook as a learning aid, demonstrating that textbooks contain numerous features particularly designed to facilitate the students' learning.

Students tend to ignore many of the features of the textbook that make learning easier. You may wish to begin discussion of this topic with the twofold question: What do instructors do to help you learn, and what do textbooks contain to help you learn? Although students will offer many responses about how teachers help students learn, there probably will be few responses to the second part of your question. List the students' responses in two columns on the chalkboard. Then describe situations in textbook learning that parallel teacher-directed learning. For example, if a student says that instructors help you learn by telling you what is important, discuss how a textbook, through the use of headings or end-of-chapter questions, also shows what is important. Or if a student says that instructors make the subject interesting, discuss how a textbook can do the same by the inclusion of pictures, the use of a colorful format, the presence of case studies, or discussions of current controversial issues.

Another possible way to introduce a discussion about textbook aids is to ask each student to write down the name of one course that he or she is currently taking which requires a textbook. Then ask the students to answer questions about the textbook used in that course: What is the title? Does it have a glossary? What is contained in the appendix? How is the text organized? Many students will be unable to answer your questions and will realize that they are unaware of many of the important features of their textbooks.

Previewing is discussed as a means of familiarizing oneself with an assignment and analyzing it. The technique of previewing will be new to most students, and some may be reluctant to use it. The best way to convince students of its effectiveness is to have them apply it. While the text contains a brief demonstration, additional practice using more lengthy material may be necessary for some classes. Students' own texts are ideal practice materials. After students have used previewing, they soon become convinced of its value. The most common mistake students make in previewing is to spend more time than is actually necessary. To prevent this problem, conduct several class exercises in which you impose time limits.

The SQ3R system, the result of combining the reading process with principles of learning, is a step-by-step method of learning while reading. Although there is substantial research evidence that the system is effective, students are often reluctant to use it. One of the most important goals for the instructor in using this chapter is to present SQ3R convincingly.

Occasionally, some actual hands-on proof is useful in convincing students that study-reading systems are valuable and worthwhile. You might conduct an informal experiment that will demonstrate the effectiveness of the SQ3R study system. If the class is large enough, divide it into two groups. (For smaller classes for which you teach multiple sections, designate one class section as Group One, another section as Group Two, etc.) Select a traditional textbook passage of about two to three pages, and prepare a set of multiple-choice questions based on it. As you present the passage, vary the instructions for the groups. Ask one group to read the passage only once and then answer the questions. Instruct the second group to apply the SQ3R method as they read and then to complete the questions. Next score the multiple-choice questions for each group and compute the average score for each. The group that used the SQ3R method will probably have a higher score. Share these results with the class, and ask students from the higher-scoring group why they think they did better. In order to make this experiment work for a class containing a small number of students, try to balance students' general ability level among the groups. Also, choose a passage that is challenging, but not overwhelming.

A common objection students raise about SQ3R is that it takes too long. You need to help them realize that using a study-reading method does not require any more time than they currently spend by reading a chapter one time and then studying it later. In the SQ3R system, reading and studying are combined, and using SQ3R involves only a reallocation of time.

Because students are often skeptical about adopting a completely new way of reading and studying, it is important that their first experience with the method be a positive one. To ensure that their first attempt is reasonably successful, have them try out the method in class, where they can ask questions and you can observe their work. Try to identify those students who seem confused or are not using the method properly, and offer individual help as needed.

The most important part of teaching study-reading systems is to encourage and assist students in adapting and modifying the classic system to suit their particular learning style and academic course requirements. The concept of tailoring may be an effective way to explain the system to students. Just as a suit often needs tailoring to fit properly, so must the SQ3R system be adjusted to fit the individual.

Graphic material tends to be one of the more difficult textbook features for students to handle. Students with non-visual learning styles tend to pay little attention to graphic aids, unaware of their value in condensing and summarizing information and in presenting trends and patterns. A useful demonstration is to ask students to begin to write, in paragraph form, the information that a sample graph contains. The students will be relieved if you stop them after a minute or two: They will have quickly realized that a graph contains a great deal of information that, if presented in prose form, would be lengthy, dull reading.

Approaches to supplemental reading assignments are also discussed in this chapter. Since supplemental reading assignments tend to be unique to college courses, few students have had any prior experience in their use in the learning process. Supplemental readings might be approached within the context of both active learning and critical thinking. Sources other than the text present alternate viewpoints or additional, sometimes disparate, information that the student might evaluate and integrate.

This chapter deals with learning from non-print sources including video, film and television, electronic sources such as CD-ROMs, online tutorials or software, and Internet sources.

The chapter begins with a discussion of how to learn from video, film, and television viewing. Because students are accustomed to using visual sources, such as film and video, as entertainment sources, they do not realize that they must approach them differently when used in an academic environment. As a class activity, choose a currently popular film and initiate a class discussion of how the film might be used in an academic course, such as sociology, for example. Ask students to describe what an instructor might expect them to notice and how they might take notes on the film. Then, offer suggestions for how they might better learn from film and other visuals.

Increasingly, more and more students are computer literate and are frequent users of the Internet. Again, although students may be familiar with electronic sources, they may not be familiar with their academic applications. In particular, many students do not know how to evaluate Internet sources.

The chapter is also concerned with using and evaluating Internet sources. First, an overview is given of what Web sites are, the anatomy of Web site addresses, how to read a Web site, and how to locate specific information using search engines.

It is especially important to emphasize the need to evaluate Internet sources. This chapter concludes with a discussion of this topic. It may be helpful to explain how anyone can create a Web site and how misleading information, biased viewpoints, and even false information can be presented. To accomplish this, have students locate, print, and bring to class examples of Web sites that have questionable reliability or that present biased viewpoints. Use these examples as a launching point for a discussion of evaluating the purpose, content, and accuracy of Internet sources.

Skill Application and Transfer: Annotating Supplemental Readings

Students may find it helpful to add notes from supplemental articles to their lecture notes or to the margins of their textbooks. Assign a supplemental reading to your students. Students may write a written reflection or have a class discussion about how the reading relates to recent lectures and text assignments and model how to integrate notes from the reading in with class and text notes.

Skill Application and Transfer: Creating Tables, Charts and Graphs

Students may benefit from creating their own tables, charts, or graphs from dense material. Divide your class into two groups. Choose two articles that contain helpful visual aids, but strip the aids from the article. Assign one of the articles to each group. After students have read the articles, give each group a quiz on their article. Then ask Group A to create helpful tables and charts for its article, and ask Group B to do the same for their assignment. Ask the students to exchange articles, this time including the student-created visual aids with the articles. After the students have read the second article, give them the quiz that the first group took. Compare the quiz scores of the two groups and discuss with students which experience allowed them to learn the material more effectively.

Skill Application and Transfer: Drawing Graphics to Express Data

Have students practice drawing various graphics from sets of data you supply, discussing which form of graphic would be most effective for each set. Newspapers and magazines are good sources for data that addresses current events. Content-area textbooks and professional journals also provide good data for this exercise.

Metacognitive Reflections: Reading and Evaluating Electronic Sources

It is important to develop skills for reading electronic sources. Remember that anyone can create a Web site. Misleading information, biased viewpoints, and even false information can be presented.

How do Web sites and print sources differ? List all the differences you can think of. Then refer to the chapter to discover additional differences.

What online sources do you commonly use for academic or personal reasons? How can you determine that a site is reliable?

Do you participate in one or more of the social networking Web sites, like Facebook or My Space? Why or why not?

Consider the privacy settings on common social networking sites. Do you know how to access and change the privacy settings on your personal profile? What are the implications of leaving those privacy settings wide open? Do your privacy settings make you think twice about the kind of information you are likely to post online?

How would a potential employer assess your qualifications if he or she could read your profile?

What are some potential dangers of posting personal information on the Internet? How can you avoid some of these dangers?

Metacognitive Reflection: The Internet

Brainstorm a list of reasons why students use the Internet. Then ask students to recommend their favorite sites for each purpose. Ask groups of students to review recommended sites by evaluating the site's appropriateness, source, level of technical detail, presentation, completeness, and links. Students can make note of the best sites for future use.

Ask students to brainstorm a list of their tips for effective and safe navigation of the Internet. Ensure that topics such as virus protection, guarded sharing of personal information, and dealing with technical problems are discussed. You and your students may also identify campus resources available to help with Internet research and other related issues.

Collaborative Learning: Expressing Data in Alternate Forms

Divide students into groups. The assignment is to express some data from their textbook, a content area textbook, newspaper or any other source by using the members of the group as "visual aids" or "graphics." Students may form a physical spectrum along a wall, use the corners of classroom, use classmates of different heights or wearing different colors to trans-

late information in a graph or figure in a different way. This activity will help students express data in alternative form, using students as graphic aids.

Collaborative Learning: Constructing Graphics

This activity will help students summarize and draw conclusions from a set of data, then present the data in a visual form for evaluation.

Graphic material tends to be difficult and confusing to some students; others tend to skip over graphics, failing to realize their value in condensing and summarizing information and in presenting trends and patterns. Students often learn the value and importance of graphics by constructing them. Divide the class into two groups. Present one group with a set of data in paragraph form and ask them to draw conclusions and write a summary. Ask the second group to draw a graph, chart, or table. Then question both groups about trends or patterns the data revealed. Discuss why the group that translated data into graphic form was better able to recognize the pattern.

Collaborative Learning: Find Interesting Graphic Aids

Place students into pairs and assign each pair the task of locating an example of the various types of graphs from general education textbooks or from the Internet. Ask each pair to enlarge and make a copy of the most interesting graph to display to the class. As well as tables and charts, cartoons and photographs are often used to illustrate points made in a chapter. How do your example visual aids help to reinforce your learning from the information source where they are used?

Collaborative Learning: Web Sites NOT to Use When Studying or Writing

Divide students into small groups and assign the groups to locate, print, and bring to class examples of Web sites that have questionable reliability or that present biased viewpoints. Ask them to present their findings to the class. What criteria did the group use to evaluate the Web sites? What are some alternative sources of information that present more reliable information? What criteria can students use to evaluate those Web sites or print resources?

Collaborative Learning: Preview and Predict, Develop Guide Questions and Check Comprehension

Internet Search: Do an Internet search to find "The Jabberwocky" by Lewis Carroll. Read this poem, and discuss how readers can make sense of this nonsense poem. Alternatively, do an Internet search to find a William Shakespeare sonnet or another poem or piece of text that may be challenging for students. Read the work in chunks. Use metacognition to demonstrate the thought processes that accompany identifying and applying appropriate strategies to comprehend the text.

Small Group Work: Students work in groups of two or three, discussing the strategies they use to understand the text. Students can compare their strategies to those of their classmates.

Remind students to stop at least every line or two, talk about the challenging parts of the text, and identify the strategies they can use to deal with the challenges.

Conclusion/Summary: To conclude the activity, review the importance of metacognition in making reading and study processes explicit to students. Review the strategies available to monitor and increase comprehension. Note which strategies were used most and which were used least frequently. Discuss different contexts where some strategies might be more appropriate or effective than others.

Revisiting the Lesson: Instructors may repeat this process later in the semester with other texts, including poems, short stories, and informational texts. Students may identify strategies that are used most frequently and which new strategies are being added to the their repertoires. Instructors may select sophisticated texts and/or texts in multiple languages.

Collaborative Learning: Active Versus Passive Learning

This activity will help students compare answers, reevaluate, and learn from one another as they apply multilevel thinking skills to differentiate between active and passive learning.

Group students into small units. Assign each group a letter, and ask them to post their answers on the board after completing the assignment. Draw a graph on the board similar to the one below, allowing for numbers of groups and questions.

	A	B	C	D
1				
2				

Active or Passive Learning?

Read each statement and decide whether it is active or passive learning.

- Students silently read an assigned chapter in their psychology text, closing their books when finished.
- Students form newsgroups within their biology classroom to communicate their findings among members.
- Students listen eagerly to an interesting lecture in philosophy, so absorbed in the topic that they ignore their notebooks in front of them.
- Students collaborate with one another and assemble their information into a report for sociology.
- Students realize they are auditory learners and listen intently to the chemistry lecture, assuming they will remember what they heard at test time.
- Students attend all of their classes because they know that attendance is important.
- Students know that reading over the literature assignment before the lecture will spoil one's interest in the topic.
- Students read a physics assignment once from the beginning in case the instructor asks if they did the homework.
- Students read the calculus assignment once, then use some study strategies as a follow-up, since it's a difficult course.
- Students who are auditory learners make a tape of the computer science lecture and then add to their notes while listening to the tape again later.
- Students who are visual learners use colored highlighters to signal main ideas and key details to memorize for their microbiology test. They make study cards, punch a hole in them, and secure them with a ring so they can flip through the cards while they are in traffic or waiting in a doctor's office.
- After the test, students look over the questions they missed to learn from their mistakes.

Chapter Fourteen: Organizing and Synthesizing Course Content

Key Chapter Questions:

- How can you reduce the amount of information you need to learn?
- What techniques are useful for highlighting and annotating?
- What strategies can you use to organize the information you have to learn?
- When does it make sense to take outline notes or to make maps to organize information?
- How can you use your computer to synthesize course content?

The most important thing students should realize about textbook marking is that it eliminates the need to reread everything in order to review and study the material. Essentially, if students recognize highlighting and annotation as shortcuts or time-savers, they accept them

readily. To some students, the idea of highlighting and annotating in a text is completely new. In most public high schools, where textbooks must be returned to the teacher at the end of the school year, marking in textbooks is not permitted. As a result, few students have had any experience in doing this, and they require very specific instructions on how to begin.

The most common problem students experience is highlighting too much. This results partly from the passive learning attitude that "if it's in print it must be important and I have to learn it." It may, in some cases, also indicate a comprehension problem. A student who highlights nearly everything may not be able to recognize the important details that support the main idea and therefore may not know which details support it.

If a student highlights too little, he or she may be having difficulty understanding the passage. If a student does not highlight enough, check to see what he or she is highlighting. If the main idea of the paragraph is not highlighted and the student has marked only a few of the details, you can be fairly certain that a comprehension problem is interfering with the ability to highlight.

As students develop the basic concept of effective highlighting and the gross problems of too much or too little highlighting are solved, subtler problems arise. The system of highlighting may lack consistency; the highlighting may not reflect accurately the content or organization of the passage; or, though effective at the time, it may not be suited to review. Each of these problems is addressed in the chapter and is accompanied by illustrations, practice exercises, or both.

An additional activity that students find effective is highlighting a passage and then trading papers and evaluating one another's work. Alternatively, you might form groups and ask each group to select the best example of highlighting from among the work of its members.

When a student has mastered highlighting, then it is appropriate for the topic of annotating to be discussed. Annotation is done when highlighting alone does not convey the ideas adequately, show the relative importance of ideas, or indicate relationships among facts and ideas. Thus, a student must be able to highlight effectively in order to be able to determine whether annotation is needed.

Students with weak comprehension skills may experience difficulty writing summary words as part of the textbook annotation. Constructing summary words requires not only that the student be able to understand each paragraph and recognize the topic, main idea, and details but that he or she also be able to condense or summarize the paragraph content. For students having difficulty in constructing summary clues, try to show that a summary clue is similar to the topic of the paragraph.

Note taking is discussed as an alternative to highlighting and annotation. Some students are resistant to this technique because they regard it as time-consuming and a useless rewriting of textbook content. Students who hold this attitude have not, in the past, used the technique correctly. Most likely they have not used it as an active learning strategy that involves the reorganization of material and expression of ideas. A class activity that demonstrates the value of note taking versus highlighting involves distributing a brief textbook excerpt to the class. Split the class into two groups. Both groups should read the excerpt, but Group I should highlight while Group II makes outline notes. Then ask both groups to write a response to an essay exam question. Ask each group to evaluate how well its learning strategy prepared its members for the essay exam. If necessary, ask Group II if they felt that they had already thought about the question and whether they already had some language ready to use to respond to the question.

Mapping is a technique that appeals to students with a visual learning style, and they readily accept it. Other students who are non-visual learners, however, can also benefit from the technique and need to be encouraged to use it. Emphasize to them that mapping provides a means of organizing a large body of information and of detailing complicated relationships.

Skill Application and Transfer: Highlighting

The most important thing students should realize about textbook marking is that it eliminates the need to reread everything in order to review and study the material. Essentially, if

students recognize highlighting and marking as shortcuts or timesavers, they accept these techniques readily. To some students, the idea of highlighting and marking in a text is completely new. In most high schools, where texts are loaned to students, textbook marking is not permitted. As a result, few students have had any experience in doing this, and they require very specific instructions on how to begin.

The most common problem students have in highlighting is selecting too much. This may result partly from the passive learning attitude that "if it's in print it must be important and I have to learn it." It may, in some cases, also indicate a comprehension problem. Students who highlight nearly everything may not be able to recognize the important details that support the main idea, or they may have difficulty understanding the main idea and therefore may not know which details support it.

If students highlight too little, they may be having difficulty understanding the passage. If the main idea of the paragraph is not highlighted and a student has marked only a few of the details, you can be fairly certain that a comprehension problem is interfering with the ability to highlight.

As students develop the basic concept of effective highlighting and the problems of too much or too little highlighting are solved, more subtle difficulties arise. The system of highlighting may lack consistency; the highlighting may not accurately reflect the content or organization of the passage; or the highlighting, though effective at the time, may not be suited to review. Each of these problems is addressed in the chapter.

Give students a passage to highlight. Then ask them to trade papers and evaluate one another's work. Alternatively, you might form groups and ask each group to select the best example of highlighting from among the work of its members.

As students practice the skills of highlighting, annotating, and note taking, ask them to bring particularly troublesome excerpts of their texts to class. Make an overhead transparency of the problem page or pages and lead a class discussion on how the section might be approached.

Skill Application and Transfer: Annotating

When a student has mastered highlighting, then it is appropriate for the topic of textbook marking to be discussed. Marking is done when highlighting alone does not adequately convey the ideas, show the relative importance of ideas, or indicate relationships among facts and ideas. Thus a student must be able to underline effectively to be able to determine whether marking is needed.

Skill Application and Transfer: Summarizing

Summarizing is a skill with which students have difficulty because it requires them to condense and consolidate information. It is a higher-level thinking skill than recalling factual information from text, for example.

To introduce summarizing, ask a student to summarize orally the plot of a movie he or she has seen. As the student summarizes, make notes on the chalkboard. When the student has finished, discuss the various characteristics of a summary that the student's summary demonstrated, pointing to your notes on the chalkboard as appropriate. Characteristics may include reporting the key events in the movie in the order in which they happened, skipping details and less important events, beginning with a general sentence that sets the time and place of the film, and so forth.

Skill Application and Transfer: Paragraph Organization, Topics, Main Ideas and Supporting Details

Many college students do not perceive a paragraph as a separate, distinct unit of meaning. Rather, they view a paragraph as a string of sentences or as a piece of a larger passage. Students fail to recognize the internal organization of paragraphs and do not look for topics,

main ideas, and supporting details as they read. This chapter focuses students' attention on the structure of the paragraph and provides a foundation of training and practice in identifying its key elements.

Students' own writing often reflects clearly their understanding of paragraph structure. Collect writing samples from the class before beginning this chapter. The samples will indicate how students perceive paragraph structure and what elements they regard as necessary. Do a quick tally, counting how many student samples have a unified topic, how many contain a clear statement of the main idea, and how many use sufficient supporting details. Then share the results, demonstrating the need to understand paragraph elements.

If students have difficulty in identifying the topic of a paragraph or in distinguishing between main idea and details, they may need skill instruction on classification, the distinction between general and specific, and the concept of labeling.

To help students understand and apply these concepts, present students with lists of items and ask them to label the general characteristic of each item on the list.

Another way of introducing the concept is to create a ladder on the board. Demonstrate one example, then have the students offer suggestions for other ones.

Metacognitive Reflection: Highlighting and Annotating in Different Disciplines

It is useful for students to compare highlighting, annotating, and note taking in different disciplines. Ask students to bring excerpts from their math, science, history, English, and psychology texts, for example. Ask groups of students to highlight, annotate, and take notes on the passages. Then encourage the class to identify distinctions between the processes for the various disciplines. For example, how is note taking in a math text different from note taking in an English text? Brainstorm as a class helpful hints for each discipline.

Metacognitive Reflection: The Roles of Writing and Metacognition in Learning

This chapter focuses on writing as a vehicle for learning. While most students recognize writing as an essential form of communication, few see it as an important means of sorting, organizing, and structuring information. This activity will help students discover how writing and metacognition can be valuable factors in learning, in or out of school.

What does "writing to discover" mean to you?

How can you use writing to monitor your comprehension of the material you are studying?

Describe the role of metacognition in learning. What activities do you take part in that emphasize the role of metacognition? How do you use metacognition outside of the academic setting?

Metacognitive Reflection: Mapping or Visual Organization of Ideas

Very few students are aware of how to use mapping or visual organization of ideas to their advantage. This topic can be introduced effectively through an exercise that demonstrates that visual aids are often the most effective way to learn or recall information.

First give students both a complicated written set of directions and a marked map, each showing how to get to a particular city. Next ask them to read a lengthy description of an object and then show them a picture of it. Finally, have them read a description of a process and then show a diagram that illustrates it. Discuss how, in each case, a visual aid is more easily understood and remembered than are words.

Collaborative Learning: Writing Summaries

To demonstrate the importance of summarizing, ask students to brainstorm a list of situations in which summarizing is necessary. Ask students to begin with everyday situations such as describing an accident at work, then move to academic situations such as writing essay exam answers, taking notes on reading assignments, and writing research papers.

Collaborative Learning: Practice Strategies to Organize, Synthesize and Retain Ideas

Divide the class into four groups. Assign each group the task of preparing one of the following: a conceptual map, a process diagram, a part and function diagram, and a time line. Choosing from a selection of general education textbooks or one of their own, ask them to locate a passage of text that can be used to create their assigned project. If possible, provide each group with large paper that can be attached to the classroom walls when they are finished. Ask the groups to present their projects to the class, explaining why they used each particular strategy.

Collaborative Learning: Highlighting Versus Note Taking

Note taking is discussed as an alternative to highlighting and annotation. Some students are resistant to this technique because they regard it as time-consuming and a useless rewriting of textbook content. Students who hold this attitude have not, in the past, used the technique correctly. Most likely they have not used it as an active learning strategy involving the reorganization of material and expression of ideas.

To demonstrate the value of note taking versus highlighting, distribute a brief textbook excerpt to the class. Split the class into two groups. Both groups should read the excerpt, but Group I should highlight while Group II makes outline notes. Then ask both groups to write a response to an essay exam question. Ask the members of each group to evaluate how well their learning strategy prepared them for the essay exam. If necessary, ask the members of Group II if they felt that they had already thought about the question and whether they already were somewhat prepared to respond to the question.

Chapter Fifteen: Critical Reading and Thinking about Course Content

Key Chapter Questions:

- How can you synthesize a number of different sources?
- How can you distinguish between fact and opinion?
- How do you evaluate differing viewpoints?
- How can you evaluate generalizations?
- How can you test hypotheses?
- What critical questions can you ask to sort reliable information from unreliable information?
- How can you evaluate the logic of an argument?

Chapter 15 establishes the need to interpret and critically evaluate information and ideas. The chapter provides information on informed and uninformed opinion, types of relevant and valid evidence, sources of information, author's tone, and how to identify common errors in reasoning. This helps students strengthen and expand their critical thinking skills.

Many students readily accept at face value or as truth what they hear and read; they seldom question or challenge. It is the purpose of Chapter 15 to provide students with strategies for integrating ideas and evaluating the usefulness, appropriateness, or worth of information. The skills presented in the chapter are intended to provide an overview of the critical thinking process. The primary purpose of the chapter is to develop a propensity to question and challenge. Such critical thinking is essential to active learning.

An interesting way to introduce critical analysis skills is to provide the students with two descriptions of a person, item, or event. You might use two different newspaper reports of a current event, two different reference sources' description of a historical figure, or two magazine advertisements for a similar product. Ask students to describe how the two materials differ, noting discrepancies or conflicting information. This process will lead students to an awareness that not all printed material is of equal value and it is necessary to question and evaluate its worth and accuracy.

An alternative approach to introducing the chapter is to provide the class with an excerpt from a textbook on a general interest topic and direct students to question the material. It may be necessary to ask leading questions such as "Is this information correct? Why do you think so? Can you prove it?"

Skill Application and Transfer: Faulty Logic and Statistical Analysis

Ask a statistics professor at your school for a few examples of research papers that apply faulty logic or statistical analysis. Present the papers to your students, and ask them to determine if the paper truly proves its conclusion. Encourage students to critically examine all types of evidence presented, even statistical evidence, and to remember that just because research is published does not mean it is valid.

Collaborative Learning: Fact and Opinion in Action

Ask students to bring examples of articles that are predominantly opinion or predominantly fact. Allow students to read several of the articles. As a class, make a list of the common characteristics of each type of article. In addition, make a list of cue words that signal fact and opinion in the articles.

Part Five—Exams: Thinking Under Pressure

The preparation for and taking of exams is the focus of this unit. While presenting specific techniques for various types of exams, the unit maintains an emphasis on test-taking as a reasoning process.

Chapter 16: Preparing for Exams

Key Chapter Questions:

- How do you organize your review so you will do your best on exams?
- What is thematic study, and why is it effective?
- What are helpful study strategies for particular types of exams?
- What kinds of study strategies can you use in specific academic disciplines?
- How can you control test anxiety?

Test taking is a threatening, often stressful experience for many students. Chapter 16 builds students' confidence in their ability to handle exam situations and provides techniques that will enable them to perform more effectively. The chapter brings together many of the study methods presented throughout the text. Preparing for an exam draws on topics such as study schedules, textbook reading and marking, study strategies, and note taking techniques. This chapter provides a good opportunity to review and reinforce skills presented earlier in the course.

In preparing for an exam, students often lack information about the exam. They do not know exactly what material to review, what type of exam will be given, or what standards will be used in grading. And they are often reluctant and embarrassed to ask the instructor about the test. Encourage students to find out as much as possible about the exams for which they are preparing.

Essay exams are particularly troublesome to many students. The students are faced with a blank page and must produce an appropriate response on it. Thinking, organizational, and writing skills are required. Demonstrating these skills is a more difficult task than selecting or recognizing the correct answer from among several choices. Students have little confidence in their ability to select topics to study or to predict essay exam questions. You may

need to demonstrate to students that this is possible. Choose a chapter out of a current text used in one of the popular courses on campus. Have students predict several essay questions. Then contact an instructor and find out what essay questions he or she might ask on this chapter. Finally, present the instructor's questions and have the students compare them with their own predictions.

Skill Application and Transfer: Regular Review to Prepare for Exams

Remind students that regular review during the course of the semester or term will reduce the amount of time required for reviewing before examinations or finals. Encourage students to create index cards, outlines, possible exam questions, essay exam rough drafts, and other study aids throughout the semester and to review them periodically. To encourage regular review in your class, ask students to bring sample exam questions and correct answers to your class on a regular basis. Allow students to sort the questions by topic and use the questions to play a review game, either as a whole class or in small groups. This will allow you to ensure that the students are correctly gauging the relative importance of the material they are studying and will allow you to address any incorrect answers or confusing issues.

Metacognitive Reflection: Testing Philosophy

As an assignment for your class, ask each student to create an examination for a specific section of your syllabus. Allow students to share their exams in small groups. Discuss, as a class, which types of questions seem most appropriate for the various topics. Discuss your testing philosophy with students and share with them the likelihood that they would find these types of questions on an examination you would give to the class.

Collaborative Learning: Methods to Control Test Anxiety

Invite students to brainstorm a list of methods they use to control test anxiety. Group the methods into categories and create a handout that students can use to help them reduce test anxiety.

Chapter 17: Reasoning Skills for Objective Exams

Key Chapter Questions:

- How can you approach exams with an advantage?
- What reasoning skills should you develop to excel in objective exams?
- How should you prepare for and take standardized tests?

The most effective way to teach techniques for taking exams is to provide the students with sample exams that make it possible to demonstrate the techniques and suggestions offered. You might use an exam you have already given the class or borrow an exam from a colleague in another discipline. You could then demonstrate how to preread and plan time allotments. Students could be directed to analyze true/false, matching, short-answer, fill-in-the-blank, and multiple-choice questions, according to the guidelines suggested in the chapter.

Many students think that after they have been accepted into college, they will no longer be required to take standardized tests. Ask the class such questions as, "What tests are required to become a nurse, an accountant, a police officer, and so forth?" Then ask, "What tests are required for admission to graduate and professional schools?" Students will soon come to realize that they may face additional standardized testing.

Skill Application and Transfer: Examinations in the Professions

Remind students that many professions also require periodic examinations for continuing education credit, professional designations, promotions, or certifications. Encourage students to find examples of these requirements and to collect examples of study materials for these types of examinations. Compare the study materials and look for patterns that may help students in the future.

Metacognitive Reflection: Explaining Test Answers

Students often learn as much from explaining why an incorrect answer is incorrect as they do from explaining why a correct answer is correct. Using examples of exams students have taken or test questions they have created, encourage students to write an explanation for each answer choice, explaining why the choice is correct or incorrect. If sample examinations are provided to students prior to exams, encourage them to write such explanations for the answer choices in preparation for the exam.

Collaborative Learning: Approaches to Test Questions

Students may benefit from hearing how their peers approach various types of questions. Display a variety of questions on an overhead and allow a student or two to explain how they would approach the question and the thought process they would use in an attempt to come to an answer. Make a list of test taking tips generated by the discussion.

Chapter 18: Taking Essay Exams

Key Chapter Questions:

- What are three steps to writing effective essay exam answers?
- How can you succeed at writing competency tests and exit exams?

In improving students' ability to write essay exams, the most effective exercise is to have the students actually analyze questions, plan and write answers to them, and revise their work according to specific suggestions and criticisms that you or the other students offer.

Begin with essay questions from exams you administered earlier in the semester and then move to samples from colleagues in other disciplines. In this way, students can become comfortable with familiar, perhaps easier, material and progress to a wider range of essay question types. Initially, it would be best to discuss what each question requires, plan answers, and evaluate sample answers.

Skill Application and Transfer: Formulating Essay Questions

Modeling may help students learn to be more effective essay exam writers. Offer a possible essay question to students and ask them to prepare to answer the question in the next class. Then, use an overhead projector or projected computer screen to compose a response as a class. This will give you the opportunity to model the steps of answering an essay question and to critique student suggestions.

Metacognitive Reflection: Feedback on Essay Exams

Ask each student to bring a graded essay exam from one of their classes. Compile a list of comments made by professors in the various exams. Help your students see any patterns and to discover the areas in which most students seem to have trouble. Encourage students

to list what they have learned by reviewing the exam questions. Then ask each student to revise his or her response to improve it, using their list to help them make the improvements.

Collaborative Learning: Essay Exam in Various Disciplines

Ask your colleagues for examples of essay examination questions they have offered in the past. Compile the list of questions and make several copies of the list. Cut the list so that each question is on a different piece of paper. Ask small groups of students to read the questions and categorize them in various ways, such as by type of question, by content area, by thought pattern, etc. Then ask groups to discuss how they would prepare for each question and to discuss the criteria of a good answer to the questions.

Section 2

Answer Key to the Text

Note: Answers are not included in this key for those exercises that require lengthy or subjective responses or the highlighting and marking of passages. For some exercises, answers other than those given here may be acceptable.

Chapter 1—The College System: An Orientation

Exercise 1.1
Answers will vary.

Exercise 1.2
Answers will vary.

Exercise 1.3
Answers will vary.

Exercise 1.4
Answers will vary.

Exercise 1.5
Answers will vary.

Chapter 2—Taking Charge of Your College Career

Exercise 2.1
Answers will vary.

Exercise 2.2
Answers will vary.

Exercise 2.3
Answers will vary.

Exercise 2.4
Answers will vary.

Exercise 2.5

1. Review the purposes of the assignment and evaluate how effectively your paper accomplishes those purposes.
2. Identify why the reading was assigned and how it relates to course content.
3. Establish the purpose of the diagram; write the procedure or concept it illustrates in the margin; understand the relationships among its parts.
4. Predict what the exam will cover and identify necessary materials to review; identify topics or areas of strength and weakness and plan time accordingly.
5. Analyze the context and select the synonym that best conveys your intended meaning; make a note of the word for future reference or study.
6. Identify what principles the lab is intended to demonstrate; identify the purpose of each procedural step.

Exercise 2.6

1. Object language is the intended or unintended display of material objects as a form of communication.

2. Object language can include items you own, carry, or use.
3. An example of object language is wearing a pair of expensive, name-brand sneakers.
4. Responses will vary.
5. Responses will vary.
6. Ruesch and Kees's categorization does not include facial expressions or body movements (such as patting, hugging, etc.) as forms of nonverbal communication.

Exercise 2.7

1. Application
2. Application, analysis, synthesis
3. Comprehension
4. Application, analysis
5. Analysis, evaluation
6. Analysis, synthesis, evaluation
7. Analysis, synthesis
8. Comprehension, application, analysis
9. Synthesis
10. Application, analysis, synthesis

Exercise 2.8
a, c

Chapter 3—Establishing Goals and Managing Your Time

Exercise 3.1
Answers will vary.

Exercise 3.2
Answers will vary.

Exercise 3.3
Answers will vary.

Exercise 3.4
Answers will vary.

Exercise 3.5
Answers will vary.

Exercise 3.6
Answers will vary.

Exercise 3.7
Answers will vary.

Chapter 4—Managing Your Life and Coping with Stress

Exercise 4.1
Answers will vary.

Exercise 4.2
Answers will vary.

Exercise 4.3
Answers will vary.

Exercise 4.4
Answers will vary.

Exercise 4.5
Answers will vary.

Exercise 4.6
Answers will vary.

Exercise 4.7
Answers will vary.

Exercise 4.8
Answers will vary.

Chapter 5—Communication Skills for the Classroom

Exercise 6.1
Answers will vary.

Exercise 6.2
Answers will vary.

Exercise 6.3
Answers will vary.

Exercise 6.4
Answers will vary.

Exercise 6.5
Answers will vary.

Exercise 6.6
Answers will vary.

Chapter 6—Thinking Critically and Solving Problems

Exercise 6.1
Answers will vary.

Exercise 6.2

1. Forgot note cards; need note cards; solutions: speak with instructor, be absent, go and get them and arrive late, speak without notes
2. Sources unavailable; sources needed; solutions: use another library, change topic
3. Partner is incompatible; want more compatible partner; solutions: request a change, discuss problem with partner, work by yourself

Exercise 6.3

1. Problem: supervision of son
   Analysis: speak with school principal, seek help from friends and relatives, research cost of babysitter
2. Problem: undecided about curriculum change
   Analysis: visit career counseling center, research various curriculum choices, study college catalog

Exercise 6.4

1. Hire a babysitter; call upon friends, neighbors, or relatives for assistance; pay a senior high escort; take afternoon/evening classes
2. Transfer to a computer-related field; spend a semester as an undeclared major

Exercise 6.5
Answers will vary.

Exercise 6.6
Answers will vary.

Chapter 7—Learning Styles and Teaching Styles

Exercise 7.1
Answers will vary.

Exercise 7.2
Answers will vary.

Exercise 7.3

Student A

Situation 1. Draw diagram of courtroom; take notes

Situation 2. Draw map or prepare brief outline

Situation 3. Draw map

Situation 4. Draw a diagram

Student B

Situation 1. Discuss with classmates; think of related trials

Situation 2. Relate to personal experience; discuss with classmates

Situation 3. Think of practical situations that illustrate the differences

Situation 4. Think of situations in which conditioning works or has been applied

Student C

Situation 1. Tape record trial (if allowed); notice issues, principles involved

Situation 2. Write notes and read them aloud; tape record summary notes; look for underlying principles

Situation 3. Tape record your reactions and summary; look for issues and reasons for differences

Situation 4. Look for similarities and differences in forms of conditioning

Exercise 7.4
Answers will vary.

Exercise 7.5
Answers will vary.

Exercise 7.6
Answers will vary.

Exercise 7.7

Recall Questions:
How has adjusted income changed? How is income distributed among various age groups? How is income related to mobility? How are family characteristics determined by income? Does poverty increase or decrease during a recession? What programs alleviate poverty?

Connection Questions:
What economic factors caused the historical changes? What economic factors cause income to be unequally distributed? How does this information connect to recent lecture topics?

Exercise 7.8
Answers will vary.

Chapter 8—Learning and Memory

Exercise 8.1

1. Responses will vary.
2. No intent to remember
3. Form three group numbers: Number Seven Theory
4. Selective attention
5. It took more than 20 seconds to walk to another room.

Exercise 8.2

1. Elaborative rehearsal and recoding
2. Elaborative rehearsal and recoding
3. Pictures and diagrams may recode the information presented in the text; they also serve as a form of elaboration.
4. The second group recoded the information.

Exercise 8.3

1. Student did not use recoding; learned by rote memory
2. She used rote learning; information was learned incompletely; she failed to store the information properly; she was unable to retrieve what she had learned; forgetting had occurred
3. a. Motor
   b. Motor and/or imaginal
   c. Imaginal and motor
   d. Linguistic and imaginal
   e. Linguistic
4. You learned it by rote memory in a fixed order

Exercise 8.4

1. Listening or reading about functions and charting procedures; practicing with hypothetical charts; reading an actual patient's chart
2. Listening to song; rote repetition and elaborative rehearsal; repeating or singing the lyrics
3. Listening or reading about parts and functions of ledger; completing practice exercises; balancing sample ledgers
4. Listening or reading about functions and procedures of each key; practices; using computer for specified purpose

Exercise 8.5

1. Retroactive interference, if he learned other new numbers the next day; he did not store the information properly so he could retrieve it easily; failure to rehearse the number
2. Elaborative rehearsal; describe robber in words (recode into linguistic code)
3. Proactive interference, old learning of Hebrew may interfere with learning of Spanish; Retroactive interference, he may forget Hebrew words as he learns Spanish ones
4. You could confuse time periods, characteristics, themes, or British and American writers

Exercise 8.6

1. Divide into social/economic/emotional or mother/father/children
2. Divide into political, economic, and social or short-, intermediate-, and long-term effects
3. Divide into importance to United States, to Western world, to world economy
4. Divide into short-, intermediate-, and long-term problems or air, water, and land problems or divide by cause of problem (e.g., problems caused by water pollution)

Exercise 8.7

1. Think of examples of each from everyday speech and/or familiar literature.
2. Group according to type or characteristic.
3. Elaborate using practical example; group factors into categories.
4. Ask questions about each step.

Exercise 8.8

1. Repetition, use various sensory modes, elaboration, visualization, learn beyond mastery, immediate review
2. Immediate review, visualization, numerous sensory channels, connect with previous learning, retrieval clues, simulate retrieval
3. Numerous sensory channels, recoding, elaboration, visualization, connect with previous knowledge
4. Elaboration (practical examples), categorize types (facial, body), retrieval clues, connect with previous knowledge

Chapter 9—Study Strategies for Academic Disciplines

Exercise 9.1

1. To learn about the beginnings of the field of psychology
2. Choose a focus for the paper (comparison, concentration on contributions, identification with various schools of psychology)
3. Yes, unless the student's text contains detailed information; Encyclopedia, biographical dictionary
4. Comparison-contrast, classification

Exercise 9.2

1. The lab is intended to teach process and procedure.
2. Science is a means of exploring and solving problems; one needs to be familiar with experimental procedures and learn to record them in order to solve new problems.
3. Passive; fails to ask questions and look for purposes

Exercise 9.3

1. The student should translate symbols to words.
2. The student should verbalize types of problems and their distinguishing characteristics.

Exercise 9.4

1. Themes in literature are themes that recur throughout life.
2. Review the course objectives, talk with his instructor, talk with other students who have taken the course.
3. Review class notes, read criticism to get ideas.

Exercise 9.5

1. Practice performing each procedure on models, if lab is available; make procedure meaningful by concentrating on purpose of each step; avoid rote memorization; use elaboration, visualization
2. Visualize herself completing each procedure; learn beyond mastery through simulated practice

Chapter 10—Learning Specialized and Technical Vocabulary

Exercise 10.1
Answers will vary.

Exercise 10.2
Answers will vary.

Quiz 1

1. A hash function transforms an element to a location in the table.
2. Primary clustering refers to the situation in which some table locations are more likely than others.
3. An ideal hash function spreads the elements uniformly throughout the table.
4. The properties of a hash function are difficult to determine because they depend on the set of elements that will be encountered in practice.
5. Pseudorandom behavior is behavior that appears to be random but is actually reproducible.

Exercise 10.3
Answers will vary.

Exercise 10.4
Answers will vary.

Exercise 10.5
Maps will vary.

Exercise 10.6
Maps will vary.

Exercise 10.7
Answers will vary.

Exercise 10.8
Answers will vary.

Chapter 11—Thought Patterns of Academic Disciplines

Exercise 11.1

1. Chronology
2. Spatial order
3. Process
4. Spatial order
5. Process
6. Chronology
7. Order of importance
8. Order of importance

Exercise 11.2

1. Comparison
2. Contrast
3. Contrast
4. Comparison
5. Comparison and contrast

Exercise 11.3

1. Buying decisions, Price
2. Data entry system, Difficulty to run
3. Predatory loans, Justice Department investigated
4. Poorly designed systems, Users suffer
5. Time span of nuclear existence, Forgetting dangers war threats

Exercise 11.4

1. Single cause, multiple effects
2. Single cause, single effect
3. Multiple causes, single effect
4. Multiple causes, single effect
5. Multiple causes, multiple effects

Exercise 11.5

1. Love, fear, hate
2. Pop, rock, classical, folk
3. Sex, age, racial
4. Civil and military or local, state, and national
5. Drama, poetry, essay, novel

Exercise 11.6

1. A person who participates in amateur or professional sports
2. A behavior intended to mislead or deceive
3. Sounds that produce pleasing or aesthetically worthwhile response
4. A network of computers offering a variety of services, including e-mail and access to the World Wide Web
5. An attitude that regards some people or groups as less valuable or worthwhile than others

Exercise 11.7
1, 2, 3, 5

Exercise 11.8

1. Cause-effect, listing
2. Listing, classification
3. Cause-effect, chronological order
4. Classification, comparison-contrast
5. Cause-effect, order of importance

Exercise 11.9

1. Order or sequence
2. Cause and effect
3. Listing
4. Comparison/contrast
5. Process
6. Order or sequence
7. Cause and effect
8. Cause and effect
9. Comparison/contrast
10. Comparison/contrast, definition

Exercise 11.10

1. Cause and effect
2. Comparison/contrast
3. Definition
4. Chronology
5. Classification
6. Cause and effect
7. Cause and effect
8. Classification
9. Listing
10. Comparison/contrast

Chapter 12—Note Taking for Class Lectures

Exercise 12.1
Answers will vary.

Exercise 12.2
Answers will vary.

Exercise 12.3

1. Comparison-contrast
2. Process, listing, problem solving
3. Cause-effect, classification
4. Classification, listing
5. Cause-effect

Exercise 12.4
Answers will vary.

Chapter 13—Learning from Textbooks, Graphics and Online Sources

Exercise 13.1
This text: rationale, purposes, content overview, special features

Exercise 13.2
Answers will vary.

Exercise 13.3
Answers will vary.

Exercise 13.4

1. Setting objectives
2. It is a form of elaboration, providing a realistic example
3. Yes, it shows the success Bic achieved with a clear objective

Exercise 13.5
Answers will vary.

Exercise 13.6

1. A letter requesting a job that has not been advertised
2. Less competition; may arrive just when an opening has occurred
3. May be a waste of time; no opening available
4. Model
5. A folder or record of your credentials

Exercise 13.7
Answers will vary.

Exercise 13.8
Answers will vary.

Exercise 13.9
Answers will vary.

Exercise 13.10

1. Broader coverage from sick poor to entire community
2. From curative to preventive
3. Chronology, classification

Exercise 13.11

1. To show how each of the three branches can influence the others
2. The president appoints the judges
3. The Court can declare laws unconstitutional
4. The legislative branch
5. Variable responses

Exercise 13.12
Answers will vary.

Exercise 13.13
Answers will vary.

Exercise 13.14
Answers will vary.

Exercise 13.15
Answers will vary.

Chapter 14—Organizing and Synthesizing Course Content

Exercise 14.1
Answers will vary.

Exercise 14.2
Answers will vary.

Exercise 14.3
Answers will vary.

Exercise 14.4
Answers will vary.

Exercise 14.5
Answers will vary.

Exercise 14.6
Answers will vary.

Exercise 14.7
Answers will vary.

Exercise 14.8
Part Diagram should include:
The Earth's Structure
Mantle: upper—solid rock (olivine) lower—iron and magnesium oxides
Crust: metal silicates and oxides
Outer core: molten iron and nickel
Inner core: hot, compressed iron and nickel

Exercise 14.9
Organizational Chart should include:
Business Organization by Place
Country President
Geographic Departments
Regional Vice-Presidents
Regional Offices
Sales Districts
District Directors

Exercise 14.10
Comparison–Contrast Chart should include:
Physical Differences between Humans and Apes
Hair
Walking on all fours versus walking erect
Apes arms longer than legs
Apes have large teeth and long canine teeth
Apes' brains not as well developed
Man is capable of speech, thinking and higher-level reasoning skills
Human culture places quality and level of man's life above apes
Features of head and face: profile, jaw, nostrils, lips
Spine curves
Foot arches
Torso

Chapter 15—Critical Reading and Thinking About Course Content

Exercise 15.1
Answers will vary.

Exercise 15.2

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact
6. Opinion
7. Opinion

8. Fact
9. Opinion
10. Fact

Exercise 15.3

1. Primarily fact
2. Primarily opinion
3. Primarily opinion
4. Primarily opinion
5. Primarily opinion

Exercise 15.4
Answers may vary.

Exercise 15.5
Answers may vary.

1. Generalization. Data on property owned by specific fast food establishments and a comparison of percentages for other types of business and residential property.
2. Generalization. Data on income for various entertainers. 3. Facts and statistics on legitimate drug consumption and its profitability
3. Generalization. Facts about costs of building rentals/ownership in various areas of the country
4. Generalization. Information on creativity and on each example given
5. Generalization. Research studies on intimacy and verbal communication
6. Generalization. Comparison of work hours for all types of attorneys.
7. Not a generalization
8. Not a generalization
9. Generalization. Statistics on costs of heroin and amount addicts use.

Exercise 15.6
Answers may vary.

1. Expectant parents seek information about pregnancy and childbirth.
2. McDonald's food and service is popular, and there is no British corporation that can provide equivalent food and services.
3. Couples are placing more emphasis on home life and family.

Exercise 15.7

1. room, comfort, world-class, under $10,000
2. wasted a lot of money, purposeless
3. drunken, disgrace, insult
4. creative genius far beyond. . . , insights

5. competitive, focus on academic excellence . . . unyielding, emphasis on scholarship . . . outstanding, commitment . . . admirable

Exercise 15.8
Answers may vary.

Exercise 15.9
Answers may vary.

1. Overgeneralization
2. Slippery slope
3. Either-or fallacy
4. Non-sequitur
5. Bandwagon

Chapter 16—Preparing for Exams

Exercise 16.1
Answers will vary.

Exercise 16.2
Answers will vary.

Exercise 16.3
See Table of Contents.

Exercise 16.4
Answers will vary.

Exercise 16.5
Answers will vary.

Exercise 16.6
Answers will vary.

Exercise 16.7
Answers will vary.

Exercise 16.8
Answers will vary.

Exercise 16.9
Answers will vary.

Exercise 16.10
Answers will vary.

Chapter 17—Reasoning Skills for Objective Exams

Exercise 17.1

1. Although . . . skill
2. Patterns . . . lectures
3. Each . . . success
4. It . . . rereading

Exercise 17.2

1. Primarily or discovering. False
2. Never. False
3. Often. True
4. Most. False
5. Rarely. False
6. Usually. True
7. Most. True
8. Often. True
9. Primarily. False
10. Exclusively. False

Exercise 17.3

1. a
2. d
3. c
4. d
5. c
6. b

Chapter 18—Taking Essay Exams

Exercise 18.1
Answers may vary.

1. Long-term effects of smaller, self-contained family structure. Discuss. Listing, cause and effect, comparison/contrast.
2. Development of monopolies in late 19th- early 20th century America. Trace. Chronological.
3. Effects of the Industrial Revolution on 3 of 5 factors. Explain. Cause and effect.
4. Cacti grow well in tropics and deserts. Discuss. Comparison, Contrast.
5. Events leading up to War of 1812. Describe. Chronological, Cause and effect.

6. Purposes and procedures in textbook marking and lecture note taking. Compare and contrast.
7. Approach to reading and studying textbook chapter to prepare for a test. Describe. Process.
8. Four factors that influence memory or recall ability and how they can be used for effective studying. List. Listing.
9. Techniques a speaker may use to emphasize important concepts in a lecture. Summarize. Process, Listing, Cause and effect.
10. Value and purpose of previewing technique, and steps involved in prereading. Explain, List. Listing, Process.

Exercise 18.2
Answers will vary.

Exercise 18.3

1. There are three ways in which books differ from other print media in communicating to the public.
2. There are three possible types of long-term memory.
3. Mental health services in the United States have a number of strengths but suffer from several shortcomings.
4. The practice of public relations is affected by the Internet in two principal ways.
5. Thurstone's and Guilford's models of intelligence are similar in many aspects but differ in a few crucial respects.

Section 3

Chapter Review Quizzes

Name: _____ Date: _____ Section: _____

Quiz 1

The College System: An Orientation

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Your advisor's primary function is to help you
   a. select appropriate courses for your degree.
   b. obtain financial aid through grants and scholarships.
   c. develop effective study habits.
   d. prepare a résumé.

_____ 2. A college catalog usually contains all of the following types of information *except*
   a. course descriptions.
   b. academic rules and policies.
   c. listings of instructors' office and telephone numbers.
   d. student activities and special services.

_____ 3. All of the following statements about online courses are true *except*
   a. your primary source of information for online courses will be reading.
   b. you should avoid taking online courses during your first year.
   c. turning off music, e-mail, and instant messaging will help you focus while working online.
   d. it is not important to follow a work/study schedule for online courses.

_____ 4. You can best project a positive image to an instructor by
   a. entering the classroom after the instructor has arrived.
   b. asking and answering questions in class.
   c. recommending the course to a friend.
   d. sitting in the back of the room.

_____ 5. An accounting major would like to take a course in public speaking, although it is not among his degree requirements. The course has a reputation on campus as being challenging and competitive, and he is concerned that he may earn a grade that will lower his average. Of the following alternatives, he should consider
   a. taking the course during his last semester so it will have the least impact on his average.
   b. registering for the course on a Pass/Fail basis.
   c. registering for the course at another local college.
   d. taking a course in interpretive oral reading instead.

_____ 6. A syllabus is intended to

a. build your interest and motivation to study.
b. tell you how much time you should spend on the course.
c. measure what you know about a subject.
d. explain the instructor's organization and approach.

_____ 7. Before withdrawing from a course in which you are having difficulty, it is most important to

a. estimate the amount of time you have spent studying.
b. try to get help from a classmate.
c. talk with your instructor.
d. take at least two exams.

_____ 8. Grade point average (GPA) involves

a. averaging your credit hours each semester.
b. assigning numerical values to letter grades.
c. evaluating your own performance in a course.
d. weighing required courses more heavily than electives.

_____ 9. In order to be successful in a course, you should

a. attend all classes, even if attendance is optional.
b. get to know your professor.
c. keep up with assignments.
d. do all of the above.

_____10. Course objectives generally indicate

a. how you should learn the course content.
b. how grades will be determined.
c. what you are expected to learn.
d. how you will be tested.

Name: _____ Date: _____ Section: _____

Quiz 2

Taking Charge of Your College Career

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Beginning college students may find it necessary to adjust
   a. how they learn.
   b. how they think.
   c. how they manage their time.
   d. all of the above.

_____ 2. Setting rules for yourself is primarily a means of
   a. defining your goals.
   b. handling the flexible atmosphere of college.
   c. becoming a critical thinker.
   d. becoming a more active learner.

_____ 3. Which of the following statements indicates an early warning signal of academic difficulty?
   a. You missed all your classes for two days when you had the flu.
   b. Most of the assignments your instructor gives do not make sense.
   c. You feel as if you would rather go to the coffee shop than go to class today.
   d. You often feel as if a particular course is going to require a lot of hard work.

_____ 4. What level of thinking does the following essay question best illustrate? "Assume you are the head of the U.S. Environmental Protection Agency. You are responsible for taking action to reduce global warming. What actions would you take?"
   a. remembering
   b. understanding
   c. applying
   d. evaluating

_____ 5. An example of a behavior that would violate academic integrity is
   a. forming a study group with fellow students.
   b. making connections between reading assignments and lectures.
   c. buying a term paper on the Internet.
   d. hiring an upperclassman as a tutor.

_____ 6. Passive learners are characterized by

a. asking questions as they read.

b. relating text assignments to lecture material.

c. depending on their instructors to direct their learning.

d. attempting to discover the purpose of an assignment.

_____ 7. Of the following activities, the one that best demonstrates an active approach to studying an ecology textbook chapter assignment is

a. rereading the chapter.

b. answering assigned questions at the end of the chapter.

c. skimming the chapter.

d. looking for trends and patterns.

_____ 8. An example of a test item at the remembering level of thinking is:

a. "Define symbiosis."

b. "Explain how plants benefit from symbiotic relationships."

c. "Use what you know about biological symbiosis to describe a symbiotic relationship in a nonbiological setting."

d. "Describe the difference between symbiosis and mutualism."

_____ 9. Writing a paper comparing two essays on presidential politics written by two different authors in two different decades primarily involves

a. application.

b. analysis.

c. evaluation.

d. creation.

_____10. Of the following situations, the only one that does *not* constitute plagiarism is

a. using another person's words without giving credit to that person.

b. using commonly known facts without giving a source.

c. using graphs and charts without stating where they were taken from.

d. copying and pasting information from a Web site without using quotation marks or citing the source.

Name: _____ Date: _____ Section: _____

Quiz 3

Establishing Goals and Managing Your Time

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. In defining your life goals, you should
   a. be realistic.
   b. establish a time frame.
   c. set goals that are specific and achievable.
   d. do all of the above.

_____ 2. One advantage to studying in the same place regularly is that
   a. you build an association between the place and the activity of studying.
   b. external distractions are completely eliminated.
   c. you can choose a place that you associate with relaxation and fun.
   d. the lack of variety forces you to concentrate better.

_____ 3. The best way to become familiar with the organization and structure of a text is to
   a. randomly select a chapter and read it.
   b. read the preface or introduction and study the table of contents.
   c. skim several chapters and try to answer the review questions following each.
   d. read the review questions at the end of each chapter.

_____ 4. The first step to managing your time more effectively is to
   a. plan a schedule and follow it carefully.
   b. analyze the requirements of your major.
   c. analyze your commitments and determine the time each requires.
   d. determine where you use time inefficiently.

_____ 5. If you spend 13 hours a week in class, you should plan to study
   a. 9 hours per week.
   b. 13 hours per week.
   c. 26 hours per week.
   d. 39 hours per week.

_____ 6. A weekly study schedule should

a. eliminate the need for a semester plan.

b. work in conjunction with your semester plan.

c. lighten your workload.

d. reduce your total study time.

_____ 7. When you are selecting specific study times, you should do all of the following *except*

a. schedule study for a course close to the time when you attend class.

b. take a break before you begin studying each new subject.

c. plan to complete easy tasks and short assignments before you work on more difficult subjects.

d. use your peak periods of concentration for intensive study.

_____ 8. Distributed practice is effective because

a. you experience an after-effect of learning after each block of time you spend studying.

b. distributed practice prevents mental fatigue and keeps you working at peak efficiency.

c. distributing the material over several sessions allows you to approach it in reasonable pieces.

d. all of the above.

_____ 9. Monitoring your concentration is a process of

a. noting causes and patterns of distractions.

b. eliminating sources of distractions.

c. keeping track of when you fail to meet goals and deadlines.

d. reducing the number of times you use your time inefficiently.

_____10. In order to make the best use of your time, you should

a. assign priorities to your work.

b. use lists to keep yourself organized.

c. combine activities and use spare moments.

d. do all of the above.

Name: _____ Date: _____ Section: _____

Quiz 4

Managing Your Life and Coping with Stress

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. The first step in money management is to
   a. consider ways to decrease your spending.
   b. estimate your sources of income.
   c. assess your financial obligations and spending patterns.
   d. list nonessential items you would like to buy if you had the money.

_____ 2. Lisa has developed a weekly budget for her expenses. If she spends the money she has budgeted for a particular category before the end of the week, she should
   a. "borrow" money from another category, and pay it back the following week.
   b. use her credit card to pay for what she wants.
   c. postpone any additional purchases until she can afford it.
   d. eliminate the category from her budget.

_____ 3. One disadvantage of credit cards is that they typically
   a. are difficult for students to obtain.
   b. have high finance charges.
   c. require students to pay the entire balance every month.
   d. do not offer generous lines of credit.

_____ 4. Developing a plan for sensible eating involves
   a. analyzing what you eat.
   b. choosing healthy foods.
   c. avoiding unhealthy habits.
   d. all of the above.

_____ 5. A healthy diet includes all of the following *except*
   a. foods that are low in saturated fats.
   b. plenty of water each day.
   c. foods that have high nutritional value.
   d. high-calorie foods.

_____ 6. The best way to overcome insomnia is to

a. exercise right before bedtime.
b. spend some time relaxing before bedtime.
c. drink alcohol or smoke a cigarette before bedtime.
d. eat a big meal right before bedtime.

_____ 7. One benefit of job internships is that they

a. involve unsupervised work.
b. typically pay very well.
c. allow you to gain experience in your field of study.
d. include study time as part of the job.

_____ 8. To improve your listening and communication skills, you should do all of the following *except*

a. respond verbally and nonverbally to what has been said.
b. maintain eye contact with the speaker.
c. use "you" messages rather than "I" messages.
d. pay attention to the emotional message as well as the intellectual one.

_____ 9. Symptoms of stress include

a. fatigue.
b. lack of concentration.
c. short-temperedness.
d. all of the above.

_____10. All of the following strategies can help you reduce stress *except*

a. taking control of your own time.
b. building an exercise routine into your weekly schedule.
c. accepting responsibility for other people's tasks.
d. eliminating some of the daily decisions that consume your time and energy.

Name: _____ Date: _____ Section: _____

Quiz 5

Communication Skills for the Classroom

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. To become an effective critical listener, you should strive to
   a. practice selective listening.
   b. delay judgment until the speaker finishes.
   c. focus on the speaker, not the message.
   d. simplify difficult or complex ideas.

_____ 2. To evaluate a speaker's message, you should identify
   a. the main point or issue.
   b. the reasons and evidence used as support.
   c. any unanswered questions or opposing viewpoints.
   d. all of the above.

_____ 3. During class discussions you should
   a. write nothing down, and focus your energy on the discussion.
   b. attempt to have direct exchanges with specific class members.
   c. try to control the discussion by speaking as often as possible.
   d. make notes on key topics and ideas you want to contribute.

_____ 4. Robert is about to read three magazine articles on world terrorism in preparation for a class discussion in his political science class. Which of the following strategies should he use?
   a. Quickly skim each article, highlighting main ideas only.
   b. Read each article with the purpose of learning the material.
   c. Make a list of ways to control terrorism.
   d. Read only the articles that share his point of view.

_____ 5. Jim has just read an essay advocating gun control legislation in preparation for a sociology class discussion. Now, he should review it in order to identify
   a. ideas or concepts he does not understand.
   b. points with which he agrees or disagrees.
   c. strong and weak arguments.
   d. all of the above.

_____ 6. Asking and answering questions in your classes is worthwhile for each of the following reasons *except*

a. it will lead you to a more thorough understanding of the course content.

b. it will help you control the discussion and focus attention on yourself.

c. it will help your instructor to recognize you as a serious student.

d. it will allow you to demonstrate your knowledge of the course content.

_____ 7. An important first step in doing well on a group project is to

a. complete thorough research on all proposed topics before selecting one.

b. choose energetic, interested students with whom to work.

c. decide what grade you want, and encourage other group members to work toward it.

d. choose group members who will allow you to organize the project.

_____ 8. A group project has been assigned in a sociology class. Georgette dislikes group projects because she is unable to control the situation or determine her grade. The best solution to her problem would be for her to

a. be willing to settle for a mediocre grade.

b. take on the role of project leader.

c. speak with the instructor about doing an individual project.

d. do most of the work herself.

_____ 9. In preparing for an oral presentation, it is most helpful to

a. write out your entire presentation.

b. listen for mistakes other students make, and try to avoid them.

c. avoid practicing too much in order to remain spontaneous.

d. prepare outline notes on index cards.

_____10. When you deliver an oral presentation, which of the following would be *least* effective for engaging your audience's attention?

a. using visual aids

b. maintaining eye contact with them

c. speaking at a rapid pace

d. showing energy and enthusiasm

Name: _____ Date: _____ Section: _____

Quiz 6

Thinking Critically and Solving Problems

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Selecting a topic for a term paper is an example of
   a. a routine decision.
   b. an impulsive decision.
   c. a reasoned decision.
   d. an atypical decision.

_____ 2. A characteristic of routine decisions is that they
   a. involve high risk.
   b. are not well-tested.
   c. are safe, habitual choices.
   d. focus your attention on weighing evidence.

_____ 3. The first step in solving a problem is to
   a. analyze it.
   b. define it.
   c. identify solution paths.
   d. assess the level of risk involved.

_____ 4. Decision making and problem solving are similar in that each involves
   a. weighing alternatives.
   b. establishing parameters.
   c. analysis of the existing state.
   d. brainstorming.

_____ 5. A problem can be defined as
   a. the inability to resolve conflicts.
   b. a generalized cognitive dysfunction.
   c. a conflict among goals.
   d. a discrepancy between the present state and the goal state.

_____ 6. When analyzing a problem, it is often helpful to
   a. discover new ways of viewing the problem.
   b. research or read about the problem.
   c. discuss it with others.
   d. do all of the above

_____ 7. Your goal in formulating possible solution paths is to
   a. identify as many solution paths as possible.
   b. research problems for which you lack complete information.
   c. evaluate each solution as you think of it.
   d. weigh the advantages and disadvantages of one solution path.

_____ 8. Incubation refers to
   a. careful, deliberate evaluation of each solution path for a problem.
   b. thinking aloud through the problem-solving process.
   c. psychological distance from the problem that allows ideas to consolidate.
   d. determining the probabilities of success of each solution path.

_____ 9. Solution paths should be evaluated with respect to
   a. compatibility with your life goals and priorities.
   b. amount of risk.
   c. practicality.
   d. all of the above.

_____10. Charting or mapping is an effective means of
   a. formulating solution paths.
   b. defining the problem.
   c. analyzing the problem.
   d. evaluating solution paths.

Name: _____ Date: _____ Section: _____

Quiz 7

Learning Styles and Teaching Styles

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Learning style refers to
   a. how well a person is able to learn.
   b. how quickly a person learns.
   c. the way a person learns.
   d. how much a person remembers.

_____ 2. The primary value of identifying your learning style is that it can help you
   a. become interested in what you are studying.
   b. develop and maintain your concentration.
   c. become more efficient in how you study.
   d. focus your attention on what you are studying.

_____ 3. Those who prefer to learn through discovery and experimentation are usually
   a. visual learners.
   b. auditory learners.
   c. verbal learners.
   d. creative learners.

_____ 4. Social learners prefer to
   a. mentally see how things work.
   b. involve themselves with real objects or situations.
   c. work directly with others.
   d. learn through listening.

_____ 5. Each of the following strategies can help you to decide what to learn *except*
   a. determining the length of the chapter you are studying.
   b. noticing what your instructor emphasizes.
   c. reviewing previous exams and quizzes.
   d. paying attention to chapter objectives and review questions.

_____ 6. In selecting study methods that work, you should focus primarily on
   a. the textbooks you are using.
   b. yourself as a learner.
   c. your attitude toward your courses.
   d. your successful classmates.

_____ 7. The learning strategy that would most benefit a visual learner is
   a. making an audio recording of review notes.
   b. thinking of practical examples.
   c. studying in a group.
   d. mapping.

_____ 8. Once you have identified characteristics of your learning style, it is most important to
   a. try to change your learning style.
   b. use the information in deciding how to study.
   c. make a list of tasks that are likely to be difficult.
   d. work on correcting your weaknesses.

_____ 9. The best time to turn textbook chapter headings into questions that will test how much you remember is
   a. while you are reading.
   b. during lectures.
   c. while you are previewing the chapter.
   d. while you are studying for an exam.

_____10. In order to evaluate your study methods, you should ask yourself:
   a. How quickly am I working?
   b. How much do I remember?
   c. How does this fit with other material I have learned?
   d. all of the above.

Name: _____ Date: _____ Section: _____

Quiz 8

Learning and Memory

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. The three stages of memory are
   a. sensory storage, short-term memory, and long-term memory.
   b. encoding, storage, and retrieval.
   c. encoding, short-term memory, and long-term memory.
   d. short-term memory, retrieval, and long-term memory.

_____ 2. Information remains in your short-term memory for less than
   a. a minute.
   b. ten minutes.
   c. an hour.
   d. twelve hours.

_____ 3. The fact that you do not hear a clock ticking nearby can be accounted for by
   a. recoding.
   b. elaboration.
   c. sensory storage.
   d. selective attention.

_____ 4. The Number Seven Theory has to do with the
   a. length of time information remains in long-term memory.
   b. type of information that can be recalled after seven days.
   c. storage of information in short-term memory.
   d. effect of competing environmental stimuli.

_____ 5. Rote learning involves
   a. memorizing information.
   b. asking questions.
   c. making associations.
   d. rearranging information.

_____ 6. Recoding is a process of

a. organizing information into meaningful units.
b. selecting information to learn.
c. connecting new learning with prior learning.
d. developing associations.

_____ 7. An example of the imaginal method of storing information in long-term memory is

a. driving a car.
b. highlighting a text.
c. drawing a process diagram.
d. writing an outline.

_____ 8. Proactive interference occurs when

a. old knowledge interferes with the recall of newly acquired information.
b. new information is contrary to your beliefs.
c. new information is too different from anything you have learned previously.
d. new information conflicts with previously learned material.

_____ 9. Reviewing a textbook assignment immediately after reading it will improve the process of

a. encoding.
b. storage.
c. rote learning.
d. elaborative rehearsal.

_____10. Retrieval clues are

a. mental pictures of what you need to learn.
b. forms of elaboration.
c. words or phrases that summarize information.
d. ways to connect old learning with new.

Name: _____ Date: _____ Section: _____

Quiz 9

Study Strategies for Academic Disciplines

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. When approaching a new field of study, you should do all of the following *except*
   a. spend less time than usual reading and studying.
   b. use several methods of learning.
   c. establish an overview of the field.
   d. organize the same information in several different ways.

_____ 2. One characteristic of courses in the social sciences is that they
   a. are research oriented.
   b. require creative, imaginative thought.
   c. emphasize problem solving.
   d. focus on the interpretation and evaluation of original works.

_____ 3. When reading and studying the social sciences, you should focus on
   a. process and order.
   b. individual facts.
   c. technique.
   d. concepts, trends, and patterns.

_____ 4. The most common thought patterns in the sciences include all of the following *except*
   a. cause and effect.
   b. comparison and contrast.
   c. process.
   d. problem-solution.

_____ 5. If you are having difficulty with a physics course, the best approach would be to
   a. evaluate and revise your learning strategies.
   b. obtain more advanced books on key topics.
   c. withdraw and sign up for a more basic course next semester.
   d. take detailed outline notes on each chapter.

_____ 6. Day-to-day, frequent study and review are particularly important in

a. psychology.

b. history.

c. literature.

d. mathematics.

_____ 7. Suppose your literature instructor required you to read Milton's *Paradise Lost*, obtain two critical essays evaluating it, and then write a paper integrating your ideas with those of the critics. The best approach to this assignment is to

a. obtain and read the critical essays before reading *Paradise Lost*.

b. skim *Paradise Lost* first, read the essays, and reread *Paradise Lost*.

c. read *Paradise Lost* thoroughly before obtaining the critical essays.

d. skim both essays before reading *Paradise Lost*, then read them more thoroughly later.

_____ 8. Which of the following textbooks would you expect to be most factually dense?

a. a business textbook

b. an anatomy and physiology textbook

c. a literature textbook

d. a mathematics textbook

_____ 9. Of the following courses, you would be most likely to encounter descriptive language in

a. European History.

b. Introduction to Physics.

c. Introduction to Windows.

d. American Literature.

_____10. In career fields, your lecture notes should emphasize

a. concepts and trends.

b. process and procedure.

c. similarities and differences.

d. systems of classification.

Name: _____ Date: _____ Section: _____

Quiz 10

Learning Specialized and Technical Vocabulary

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Specialized vocabulary refers to
   a. everyday words when used in a textbook.
   b. the unique words and phrases used in a particular subject.
   c. unfamiliar words in a textbook.
   d. your instructor's language.

_____ 2. Lecturers frequently emphasize new terminology by
   a. writing new words on the chalkboard.
   b. slowing their rate of speech.
   c. repeating a word and its definition several times.
   d. doing all of the above.

_____ 3. If an instructor introduces a specialized vocabulary word during a class lecture, you should
   a. locate and underline the term in your text.
   b. record the term in your notes and mark it for further study.
   c. ignore the term unless you hear it again.
   d. record the term on a separate list.

_____ 4. A comprehensive list of terms and meanings introduced in a text can be found in the
   a. glossary.
   b. table of contents.
   c. review questions.
   d. chapter overview.

_____ 5. The best test of whether you have learned a set of new terminology is whether you can
   a. locate information about the terms in a textbook.
   b. define each term on a vocabulary list.
   c. use the terms in your thinking, speaking, and writing.
   d. distinguish differences between similar terms.

_____ 6. Subject area dictionaries are most useful in

a. reviewing for a comprehensive final exam.
b. completing library research.
c. checking the meaning of a term used in a specific discipline.
d. discovering all possible meanings of a particular term.

_____ 7. Mapping is an effective means of

a. relating and organizing terminology.
b. getting an overview of a topic.
c. building a structured review plan.
d. discovering new meanings for familiar terms.

_____ 8. For many academic disciplines, learning a core set of prefixes, roots, and suffixes will help you to

a. learn new terms that contain the same word parts.
b. distinguish among terms used in related disciplines.
c. determine if you have actually learned and understood a new term.
d. focus on the connotative meaning of words.

_____ 9. A course master file should contain

a. all reference sources used.
b. summaries of key content.
c. lists of difficult items.
d. key terms, symbols, and abbreviations.

_____10. In general, a master file should

a. differ for each course you are taking.
b. include terms from both your text and corresponding lecture notes.
c. contain prefixes, roots, and suffixes you have identified as important.
d. do all of the above.

Name: _____ Date: _____ Section: _____

Quiz 11

Thought Patterns of Academic Disciplines

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. It is helpful to anticipate and recognize patterns when reading textbook assignments primarily because patterns

a. enable you to process information much more rapidly.
b. facilitate the storage and retrieval of information.
c. force you to think about your response to the material.
d. provide a means of evaluating content.

_____ 2. Information organized according to its physical location or position follows a

a. chronological pattern.
b. sequence pattern.
c. process pattern.
d. spatial order pattern.

_____ 3. Of the following topics, the one most likely to be organized using the time sequence pattern is

a. variables affecting group behavior.
b. stages of the development of humor in children.
c. three theories of personality disorders.
d. intimacy and isolation within the family structure.

_____ 4. Clue words such as "on the other hand" and "however" suggest the

a. cause and effect pattern.
b. comparison and contrast pattern.
c. listing pattern.
d. time sequence pattern.

_____ 5. The thought pattern that is primarily concerned with the relationship between events is

a. classification.
b. comparison.
c. enumeration.
d. cause and effect.

_____ 6. What thought pattern would you anticipate for a paragraph that begins with the topic sentence, "When a consumer makes a purchase—a car, for instance—it is the last link in a chain of purchases that may extend back years in time"?

a. listing

b. comparison and contrast

c. classification

d. cause and effect

_____ 7. Of the following topics, the one most likely to be developed using the cause and effect pattern is

a. characteristics of a good academic advisor.

b. sources of stress.

c. levels of anxiety.

d. limitations of objective tests.

_____ 8. What thought pattern would you anticipate for a section of a business marketing textbook chapter titled, "Types of Wholesalers"?

a. classification

b. definition

c. cause and effect

d. comparison and contrast

_____ 9. The first part of a definition tells

a. what distinguishes the term from other items in the same category.

b. what general class or group the term belongs to.

c. what transitional phrases are associated with the term.

d. how the term is used in a sentence.

_____10. Clue words such as "in addition," "another," and "finally" suggest the

a. definition pattern.

b. listing pattern.

c. cause and effect pattern.

d. comparison and contrast pattern.

Name: _____ Date: _____ Section: _____

Quiz 12

Note Taking for Class Lectures

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. In contrast to listening, hearing is
   a. a passive process.
   b. an intellectual activity.
   c. intentional.
   d. done deliberately and purposefully.

_____ 2. Speakers may use their opening comments to
   a. establish connections with prior lectures.
   b. identify the purpose of the lecture.
   c. describe the lecture's content or organization.
   d. do all of the above.

_____ 3. All of the following strategies can help you improve your listening skills *except*
   a. maintaining eye contact with the speaker.
   b. anticipating what is to follow.
   c. focusing on delivery, not content.
   d. taking detailed notes.

_____ 4. The best way to approach note taking for class lectures is to
   a. focus on recording separate facts rather than ideas.
   b. plan to read text assignments after the lecture.
   c. attend all lectures even if attendance is not mandatory.
   d. sit in the back of the lecture hall.

_____ 5. Speakers are most likely to signal what is important during a lecture by
   a. increasing their rate of speech.
   b. discussing their personal viewpoints.
   c. making humorous comments.
   d. repeating points.

_____ 6. Recopying notes after a lecture is

a. an inefficient, time-consuming process.

b. an excellent review technique.

c. the best means of determining what is important.

d. an efficient way to focus your attention on ideas and concepts.

_____ 7. A lecture in an art history course that concentrates on the study and interpretation of a particular Matisse painting is an example of the

a. factual lecture format.

b. conceptual lecture format.

c. analytical lecture format.

d. class discussion format.

_____ 8. The primary purpose of the factual lecture format is to

a. analyze and interpret.

b. present and explain.

c. react and assess.

d. discuss and evaluate.

_____ 9. When taking notes on a conceptual lecture style, it is most important to

a. record as much detail as possible.

b. focus on ideas and trends.

c. focus on the instructor's interpretation and personal viewpoint.

d. create a chronological record.

_____10. Recall clues are intended to

a. serve as checkpoints.

b. function as memory tags for retrieval of information.

c. reduce information overload.

d. focus your attention while studying.

Name: _____ Date: _____ Section: _____

Quiz 13

Learning from College Textbooks, Graphics, and Online Sources

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. If you did not remember the difference between the terms *parthenogenic* and *pathogenic*, the portion of your botany textbook that would be most helpful is the
   a. table of contents.
   b. appendix.
   c. glossary.
   d. preface.

_____ 2. The primary purpose of previewing a textbook reading assignment is to
   a. familiarize yourself with the material's content and organization.
   b. test your knowledge of the material.
   c. draw inferences and conclusions from the material.
   d. determine the author's point of view.

_____ 3. The SQ3R system is intended to help students to
   a. preview more easily.
   b. read faster.
   c. comprehend and recall reading assignments.
   d. mentally outline reading assignments.

_____ 4. Of the following activities, the one that is part of the "recite" step of SQ3R is
   a. brainstorming to activate your background knowledge.
   b. answering guide questions formed when you previewed.
   c. looking over the organization of the material.
   d. rereading chapter titles, headings, and graphic material.

_____ 5. The purpose of a linear graph is to show
   a. various causes and effects.
   b. how a process works.
   c. relative importance in whole/part relationships.
   d. the relationship between two or more variables over time.

_____ 6. The first step in analyzing a table is to

a. determine how the data are classified or divided.

b. make comparisons between and among the data.

c. look for trends over time.

d. draw conclusions.

_____ 7. In comparison to traditional sources, online communication tends to be more

a. detailed.

b. concise.

c. linear.

d. lengthy.

_____ 8. The primary purpose of an advocacy Web site is to

a. provide information that supports a particular cause.

b. examine both sides of an issue in an unbiased way.

c. present reports, statistical data, and scholarly research.

d. provide updated information of local, national, or international interest.

_____9. The sponsor of a Web site is the person or organization who

a. designed the site.

b. provided the links to related sites.

c. wrote the material included on the site.

d. paid for the site to be created and placed on the Web.

_____10. All of the following statements indicate that a Web site contains accurate information *except*

a. the information on the site is comparable to print sources and other Web sites on the same topic.

b. the author's opinions are presented as facts.

c. the links supplied by the site are working and current.

d. the author's name and credentials are included on the site.

Name: _____ Date: _____ Section: _____

Quiz 14

Organizing and Synthesizing Course Content

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. The overall purpose of highlighting is to
   a. increase review time.
   b. make review and study more efficient.
   c. reduce reading time.
   d. show how ideas are connected.

_____ 2. To highlight textbook material most effectively, you should do all of the following *except*
   a. read first, then highlight.
   b. highlight main ideas and only key supporting details.
   c. highlight complete sentences.
   d. develop a consistent system of highlighting.

_____ 3. In general, you should highlight
   a. less than 10 percent per page.
   b. between 16 and 25 percent of a page.
   c. about 50 percent of a page.
   d. nearly everything on a page.

_____ 4. Highlighting is effective because it helps you
   a. improve your concentration.
   b. determine whether you have understood the material.
   c. discover how ideas are organized.
   d. do all of the above.

_____ 5. Marginal annotation allows you to do all of the following *except*
   a. separate main ideas from examples.
   b. summarize ideas in your own words.
   c. eliminate the need for highlighting.
   d. comment on the material.

_____ 6. Summary clues are intended to

a. explain confusing passages.

b. reduce study time.

c. emphasize illustrations and examples.

d. trigger your memory of content.

_____ 7. As compared to highlighting, note taking

a. is an easier task.

b. involves a lower level of thinking.

c. provides a truer test of your understanding of the material.

d. requires you only to recognize what is important.

_____ 8. Outline notes are particularly useful for

a. classifying information.

b. understanding relatively easy factual material.

c. showing cause-and-effect relationships.

d. comparing and contrasting.

_____ 9. Assume you are studying substances used for mind alteration in a psychology course. You are studying three types of substances: stimulants, sedatives, and tranquilizers. You are expected to know how they differ in dosage, short- and long-term physical effects, duration, psychological dependence, and so on. The most effective way to study this information would be to

a. draw a comparison-contrast chart.

b. draw a process diagram.

c. write a summary.

d. underline information in your text.

_____10. In a course on American government, you are studying the steps that an immigrant goes through to gain U.S. citizenship. The most effective method of study would be to

a. write summary words.

b. draw an organizational chart.

c. draw a process diagram.

d. draw a part/function diagram.

Name: _____ Date: _____ Section: _____

Quiz 15

Critical Reading and Thinking About Course Content

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Of the following situations, the one most likely to require you to synthesize information is

a. taking notes on a textbook chapter.
b. reading several articles on a controversial issue.
c. locating library sources for a term paper.
d. listening to a class lecture.

_____ 2. Of the following statements, the one that expresses an opinion is:

a. The Soviet Union does its own research on space weapons developed by the United States.
b. The incidence of poverty in the United States is higher among minority ethnic groups than among the general population.
c. The world would be in utter chaos without religion.
d. Hostages often express sympathy and compassion for their captors.

_____ 3. An informed opinion is one that is

a. presented as a piece of information.
b. given by an expert or authority.
c. intended to inform the listener.
d. supported only by personal experience.

_____ 4. When evaluating different viewpoints on a subject, it is important to

a. pay more attention to viewpoints with which you agree than those with which you disagree.
b. skim each viewpoint rapidly for an initial impression.
c. discover what similarities and differences exist among the viewpoints.
d. identify the type of organization each writer or speaker uses.

_____ 5. Of the following statements, the one that expresses a generalization is:

a. A high metabolic rate requires a heavy intake of energy in order to sustain body efficiency.

b. Forests are stiff, formal, upright, and monotonously green.

c. Beardsley suffered from schizophrenia.

d. A carburetor mixes fuel and air for combustion engines.

_____ 6. A learning situation that would require you to generalize would be

a. answering the chapter review questions in a history textbook.

b. predicting essay questions for a sociology final exam.

c. learning specialized terminology for a microbiology course.

d. recording data from a chemistry laboratory experiment.

_____ 7. Experimental evidence is often considered valid because it is

a. based on the scientific method.

b. collected by professional researchers.

c. usually more complex than the alternatives.

d. based on statistical data.

_____ 8. Which of the following materials would you expect to most clearly express a bias?

a. A science writer presents the concept of quantum physics that states that it is impossible to observe something without altering it.

b. A journalist observes and reports a total eclipse of the sun.

c. A sociologist observes and describes pickpockets and their victims at an open-air market in Brooklyn.

d. A political candidate argues that the death penalty should be maintained.

_____ 9. When analyzing an argument, it is important to

a. identify the issue and the claim.

b. evaluate the supporting evidence.

c. determine if the reasoning is sound.

d. do all of the above.

_____10. The error in reasoning which assumes there are only two sides to a given issue is known as

a. slippery slope.

b. either-or fallacy.

c. bandwagon approach.

d. circular reasoning.

Name: _____ Date: _____ Section: _____

Quiz 16

Preparing for Exams

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Organizing your review involves all of the following *except*
   a. scheduling review sessions.
   b. making a list of what needs to be studied.
   c. studying new material the night before the exam.
   d. dividing material into study topics.

_____ 2. It is useful to review previous exams and quizzes because they
   a. can show you what you need to review or relearn.
   b. allow you to memorize difficult questions.
   c. let you eliminate most other areas of study.
   d. can replace extensive textbook review.

_____ 3. A primary advantage of group study is that
   a. you can socialize with friends while you study.
   b. if you've missed classes, you can learn what you've missed.
   c. by explaining an idea to someone, you strengthen your own understanding.
   d. you realize you're not alone and other students also have difficulty.

_____ 4. Thematic study can be described as a process of
   a. tracing the development of an issue.
   b. identifying key topics for organized study.
   c. discovering cause-and-effect relationships.
   d. reviewing material in convenient units.

_____ 5. The index card system is best used for learning
   a. large amounts of factual data.
   b. controversial issues.
   c. complicated sets of information.
   d. items that must be learned in a fixed order.

_____ 6. The first step in preparing for an essay exam is to

a. write sample essay answers.
b. predict possible questions.
c. review your notes on likely topics.
d. prepare a key word outline.

_____ 7. In preparing for an essay test, the key word outline is primarily used to

a. trigger your memory of ideas you want to include in an essay.
b. serve as a guide for study and review.
c. help you review factual details.
d. test your knowledge of the material.

_____ 8. Identifying the key points in a reading assignment on animal rights for a philosophy course involves which level of thinking?

a. applying
b. remembering
c. analyzing
d. evaluating

_____ 9. The study sheet system is most useful for

a. learning unrelated facts.
b. rereading textbook material.
c. reviewing material that is interrelated.
d. memorizing dates in a timeline.

_____10. Simulating the conditions of an upcoming exam is an effective way to

a. increase your motivation.
b. reduce test anxiety.
c. sharpen your attention.
d. increase the effectiveness of study.

Name: _____ Date: _____ Section: _____

Quiz 17

Reasoning Skills for Objective Exams

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. Approaching exams with an advantage involves all of the following *except*

a. bringing the necessary materials, such as extra pencils or a calculator.
b. timing your arrival so you can get organized before the exam starts.
c. sitting in the back of the classroom away from distractions.
d. listening carefully to the instructor's directions.

_____ 2. Before answering the first question on an exam, you should

a. mentally review your study sheets.
b. preview the exam.
c. look for questions you can answer.
d. count the number of questions.

_____ 3. If you were taking a 60-minute exam consisting of 25 multiple-choice questions worth 25 points and 3 essay questions worth 75 total points, approximately how much time should you spend on each essay question?

a. 5 minutes
b. 10 minutes
c. 15 minutes
d. 20 minutes

_____ 4. Each of the following suggestions is helpful in taking all types of objective tests *except*

a. recheck your answers before you turn your paper in.
b. look for clues throughout the test.
c. if you are unsure of a question, leave it blank.
d. don't change your answers without a good reason.

_____ 5. On an objective exam, when you find a question you don't know you should

a. leave it blank and plan to come back to it.
b. choose the best answer, and mark it so you can come back to it.
c. skip it unless you have time to analyze it.
d. choose all of the answers that look like they might be correct.

_____ 6. A qualifying word in a true/false test item is one that

a. changes the meaning of the statement.

b. makes part of the statement true.

c. suggests that a statement is most likely true.

d. indicates that a statement is most likely false.

_____ 7. Of the following words, the one that most likely indicates a false answer to a true/false question is

a. significantly.

b. however.

c. always.

d. because.

_____ 8. What type of thinking skills do matching tests usually require?

a. making comparisons

b. thinking creatively

c. making judgments

d. discovering relationships

_____ 9. The best strategy to use when you do not know the answer to a multiple-choice question is to select the

a. briefest choice.

b. most inclusive choice.

c. choice that you are least familiar with.

d. choice with the most extreme qualifying words.

_____10. Effective strategies for taking a standardized test include all of the following *except*

a. arriving prepared at the exam room.

b. selecting the options that use unfamiliar words.

c. working at a fairly rapid rate and avoiding careless errors.

d. checking your answer sheet periodically.

Name: _____ Date: _____ Section: _____

Quiz 18

Taking Essay Exams

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. When you need to choose which essay question to answer first, you should begin with those that are
   a. lowest in point value.
   b. highest in point value.
   c. the most complex.
   d. the easiest.

_____ 2. An essay exam question typically includes a topic plus
   a. a definition.
   b. an example.
   c. a main idea.
   d. limiting words and clue words.

_____ 3. When you are deciding upon the content and organization of your essay answer, you should consider
   a. the point distribution among the questions.
   b. the clue words contained in the question.
   c. the general directions for the essay test.
   d. all of the above.

_____ 4. In the essay question, "Describe the functions of the chairman of the Fed," the clue word is
   a. Describe.
   b. functions.
   c. chairman.
   d. Fed.

_____ 5. Of the following essay exam questions, the one that primarily asks you to give reasons that support an idea is:
   a. "Describe the experiment that tests the impact of noise on children."
   b. "Evaluate the strategies our society uses to deal with homelessness."
   c. "Justify the use of the Iowa caucuses in presidential elections."
   d. "Discuss how federal budget amounts are divided among the states."

_____ 6. Each paragraph of a well-written essay exam answer should

a. be written in outline form.

b. express your opinion on the topic.

c. contain several major points or ideas.

d. begin with a thesis statement.

_____ 7. Ideas that come to you while reading essay questions should be

a. ignored until you begin writing answers.

b. jotted down so you can use them when you are ready to write.

c. completely developed right then.

d. kept in mind until you need them.

_____ 8. Which thesis statement would be best for beginning the following essay question? "Describe the stages of cognitive development proposed by Piaget."

a. Jean Piaget was an influential Swiss psychologist who was born at the end of the 19th century.

b. Piaget proposed four stages of the cognitive development of children that at times may overlap or blend with each other.

c. Piaget's stages of cognitive development and those proposed by Erikson differ in several respects.

d. The sensorimotor stage of development, which extends from birth to age 2, is when children learn by sensing and doing.

_____ 9. If you run out of time when taking an essay exam, you should

a. ask for an extra five minutes.

b. explain to your instructor after class why you did not finish.

c. jot down the ideas you planned to discuss and hope you get partial credit.

d. write a note to your instructor at the end of the exam.

_____10. To prepare for competency tests and exit exams, you should find out

a. what skills the test measures.

b. what kinds of questions are included.

c. whether there is a time limit.

d. all of the above.

Answer Key

For Chapter Review Quizzes

Quiz 1—The College System: An Orientation

1. A	2. C	3. D	4. B	5. B
6. D	7. C	8. B	9. D	10. C

Quiz 2—Taking Charge of Your College Career

1. D	2. B	3. B	4. C	5. C
6. C	7. D	8. A	9. B	10. B

Quiz 3—Establishing Goals and Managing Your Time

1. D	2. A	3. B	4. C	5. C
6. B	7. C	8. D	9. A	10. D

Quiz 4—Managing Your Life and Coping with Stress

1. C	2. C	3. B	4. D	5. D
6. B	7. C	8. C	9. D	10. C

Quiz 5—Communication Skills for the Classroom

1. B	2. D	3. D	4. B	5. D
6. B	7. B	8. B	9. D	10. C

Quiz 6—Thinking Critically and Solving Problems

1. C	2. C	3. B	4. A	5. D
6. D	7. A	8. C	9. D	10. D

Quiz 7—Learning Styles and Teaching Styles

1.	C	2.	C	3.	D	4.	C	5.	A
6.	B	7.	B	8.	B	9.	A	10.	D

Quiz 8—Learning and Memory

1.	B	2.	A	3.	D	4.	C	5.	D
6.	A	7.	C	8.	A	9.	B	10.	C

Quiz 9—Study Strategies for Academic Disciplines

1.	A	2.	A	3.	D	4.	B	5.	A
6.	D	7.	C	8.	B	9.	D	10.	B

Quiz 10—Learning Specialized and Technical Vocabulary

1.	B	2.	D	3.	B	4.	A	5.	C
6.	C	7.	A	8.	A	9.	D	10.	D

Quiz 11—Thought Patterns of Academic Disciplines

1.	B	2.	D	3.	B	4.	B	5.	D
6.	D	7.	B	8.	A	9.	B	10.	B

Quiz 12—Note Taking for Class Lectures

1.	A	2.	D	3.	C	4.	C	5.	D
6.	A	7.	C	8.	B	9.	B	10.	B

Quiz 13—Learning from College Textbooks, Graphics, and Online Sources

1.	C	2.	A	3.	C	4.	B	5.	D
6.	A	7.	B	8.	A	9.	D	10.	B

Quiz 14—Organizing and Synthesizing Course Content

1.	B	2.	C	3.	B	4.	D	5.	C
6.	D	7.	C	8.	A	9.	A	10.	C

Quiz 15—Critical Analysis of Course Content

1.	B	2.	C	3.	B	4.	C	5.	B
6.	B	7.	A	8.	D	9.	D	10.	B

Quiz 16—Preparing for Exams

1.	C	2.	A	3.	C	4.	B	5.	A
6.	B	7.	A	8.	B	9.	C	10.	B

Quiz 17—Reasoning Skills for Objective Exams

1.	C	2.	B	3.	C	4.	C	5.	B
6.	A	7.	C	8.	D	9.	B	10.	B

Quiz 18—Taking Essay Exams

1.	D	2.	D	3.	D	4.	A	5.	C
6.	D	7.	B	8.	B	9.	C	10.	D

Notes