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READING & WRITING

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Reading and Writing

SECOND EDITION

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Niagara County Community College

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Preface to the Instructor

Looking at *In Concert* Through a New Lens

The first edition of *In Concert* was received with enthusiasm by many instructors teaching integrated reading and writing classes. They applauded my efforts to combine reading and writing skills, but, at the same time, called for more integration of skills. Looking at *In Concert* with this goal was a challenging task. What changed my perspective, and radically changed the book, was the concept of moving the student and professional essays up to the front of the chapters and using them as the basis for instruction, illustration, and practice, mirroring the growing movement toward writing from reading.

Everything changed with this new focus. Examples that before had been drawn from many unrelated sources now mainly come from one source that students have already previewed, thought about, and connected to their prior experience. Discussions of writing techniques primarily relate to a single source, so students can connect what they have just read to what they are learning; they have seen the technique in practice, now it is being called out and discussed, and next they are going to apply it in their own writing. Although some exercises still require that students apply skills to new content, many now relate directly to the student and professional readings, providing a coherent, focused approach to teaching reading and writing in tandem.

In addition, it became clear there was a lot of repetition. Combining chapters, reducing information into easy-to-read charts, and line editing throughout, has cut over 80 pages, allowing me to include an all-new thematic reader, and providing a briefer, more streamlined and accessible text. For further details of this comprehensive revision, read the following list of new features.

New To The Second Edition

Each of the following changes and new features moves the second edition of *In Concert* further toward providing integrated instruction.

- **NEW! Stronger integration of reading and writing in all chapters.** Chapter 1, "An Overview of the Reading Process (with Writing)," combines content from the previous Chapters 1 and 3 to present the steps in the reading process (pre-, during, and post-) and show students how to use writing while reading to identify (highlight, annotate) and organize (map, outline) key information. It also shows students how to use writing to condense, summarize, and recall information after reading (paraphrase, summarize, review). The chapter is built around a professional reading, which is used to both demonstrate skills and provide students with practice in applying them.

Chapter 2, "An Overview of the Writing Process (with Reading)," outlines the six steps in the writing process and shows how the reading and writing processes complement and interact with each other. It integrates reading and writing beginning with a professional essay, that is annotated to show the major elements of good writing, and then tracking a student writer as he works through each step of the writing process.

All of the remaining chapters have been extensively revised to more effectively tie reading and writing together by moving either the student essay and/or the professional essay earlier in the chapter, allowing students deconstruct it to determine how the author created it, what he she wanted to convey, and how they might use similar techniques in their own writing.

- **NEW! Thematic Reader.** For the growing numbers of instructors who teach writing in the context of reading, this edition includes a thematic reader that consists of four themes—crime in the twenty-first century, news coverage and journalism, American sports, and issues facing college students—each containing three readings, one of which is a textbook excerpt. The readings range in length from two to ten pages and are followed by exercises and activities. Synthesis activities and essay writing assignments follow each theme. Readings for the fourth theme are interspersed throughout the book, but an introduction to them, synthesis questions, and integrative writing assignments appear within the Thematic Reader.
- **NEW! Streamlined, reader-friendly chapters.** The second edition has been carefully edited to deliver chapter content in the clearest, most expeditious manner. The chapters contain more bulleted lists, more tables that concisely present information, and more annotations that show rather than tell students what they need to learn.
- **NEW! Streamlined coverage of MLA and APA documentation.** Because ample information is presented online and numerous documentation preparation tools are available for student use, the MLA and APA documentation sections in Chapter 11 have been condensed into tabular format.
- **NEW! Coverage of how to use visuals in student writing.** The content in Chapter 4, "Reading and Evaluating Visuals," from the first edition has been pared down and revised—to more closely align visuals with both the reading and writing processes—and integrated into Chapter 1, which focuses on analyzing and interpreting visuals, and Chapter 2, which shows students how to select and integrate visuals into their own writing.
- **NEW! Seven professional readings.** In general, the professional essays new to this edition are longer, somewhat more challenging, and more representative of readings that might be assigned in academic courses. New essay topics include college survival skills, animal experimentation, eating contests, gaming addiction, surveillance, food scarcity among college students, and the effects of technology on interpersonal communication.
- **NEW! Four student essays.** The new student essays are longer than in the first edition and are more representative of the level of writing instructors want their students to strive toward. New essay topics include the role of sports in life, vampire TV, breaking up relationships, and online romance.
- **NEW! Coverage of writers' techniques.** A new section of exercises and activities following the professional readings, "Reading and Writing: An Integrated Perspective," guides students in analyzing the strategies and techniques the writer used in the essay, and include questions about visuals that accompany the reading.

Features

In Concert teaches both reading and writing skills by demonstrating how they work together and complement one another in every chapter and through using all of the features listed below.

- **Extensive Coverage of Critical Thinking** To be prepared for freshman composition classes, students need to be able to think critically and respond in writing to what they have read. **Part Four** addresses critical thinking skills for both reading and writing, including coverage of reading and writing arguments. Each professional reading is followed by a "Thinking and Writing Critically section" and many chapters contain a section "Thinking Critically About . . ." that links chapter skills with related critical thinking skills.
- **Metacognitive Approach to Reading and Writing** Both reading and writing are approached as thinking processes—processes in which students read, write, and assess their performance of the task. They are encouraged to be aware of, control, assess, and adjust how they are reading and writing.
- **Emphasis on Textbook Reading and Writing** Chapter 1 includes skills for reading textbook chapters and describes the SQ3R system. Students learn recall strategies and use writing to highlight, annotate, map, outline, paraphrase, and summarize ideas they read. Numerous textbook excerpts appear throughout the text; several function as in-chapter professional readings.
- **Visual Literacy** Students learn to read and interpret various types of visuals, integrate text and visuals, and think critically about visuals.
- **Vocabulary Coverage** Vocabulary building skills are emphasized throughout the book: Chapter 1 presents an introduction to vocabulary (dictionary usage and strategies for figuring out unfamiliar words); three Vocabulary Workshops provide instruction on how to use context clues and word parts, expand vocabulary, and learn specialized terms; and a "Strengthening Your Vocabulary" section after each professional reading helps students learn new words.
- **Multimodal Essay Chapter** This chapter recognizes that writers often rely on several methods of development in a single essay and offers strategies for combining and integrating two or more rhetorical modes.
- **Introductory Material on Reading and Writing Using Sources** As Chapter 11 offers an overview of research, synthesis, and documentation of sources and features a student essay annotated to highlight MLA formatting.
- **Part Five, A Thematic Reader: Writing in Response to Reading** This new addition to the text contains thirteen readings, organized by four themes, and each accompanied by exercises, activities and synthesis questions (Readings for Theme 4 are drawn from chapter readings.).
- **Part Six, Reviewing the Basics** is a handbook that provides a simple, clear presentation of forms and rules of English usage with examples and exercises. In addition, MySkillsLab has been updated to match the presentation of skills in the text, providing ample online practice opportunities.

Chapter Features

- **Visual and Engaging Chapter Openers** Each chapter opens with a photograph or other image that is intended to capture students' attention, generate interest, connect the topic of the chapter to their experience, and get students writing immediately about chapter-related content.

- **Learning Objectives Tied to Interactive Summaries** Learning objectives at the beginning of each chapter identify what students can expect to learn and correspond directly to the interactive summaries at the end.
- **Reading and Writing Connections** Examples of everyday, academic, and workplace situations are presented to demonstrate the relevance and importance of chapter skills.
- **Examining Professional Writing** In a number of chapters, students start by reading and thinking about a professional article, essay, or textbook excerpt. They study the professional reading as an effective writing model, and it is also used for instruction in and practice with the reading strategies taught in the chapter.
- **Examining Student Writing** Many chapters begin the writing instruction by asking students to read and analyze a student essay, which is then deconstructed over the course of the chapter to explain and illustrate key writing skills and is also used for practice. In other chapters, students follow a student writer as he or she uses the reading and writing processes to draft and revise an essay and answer questions about the final product.

MySkillsLab®

- **MySkillsLab** Almost all the exercises that follow the professional readings in Parts One to Four and all of the writing assignments that follow the professional readings in Part Five can be completed online at MySkillsLab. These exercises can be easily identified, as the MySkillsLab logo is integrated into their titles. Students can go online to a chapter-specific module, click on the appropriate exercise, and complete and submit it.
- **Linked Writing Exercises** Writing in Progress exercises guide students step-by-step through the writing process.
- **Visualize It!** Many chapters contain idea maps that show how paragraphs and essays are organized from both a reading and a writing perspective.
- **Self-Test Summary** Included at the end of each chapter is a Self-Test Summary that corresponds to the learning goals stated at the beginning of the chapter. This summary allows students to test their recall of chapter content and mastery of each learning goal.
- **Reading Levels in Annotated Instructor's Edition** A **Lexile® measure**—the most widely used reading metric in U.S. schools—provides valuable information about a student's reading ability and the complexity of text. It helps match students with reading resources and activities that are targeted to their ability level. Lexile measures indicate the reading levels of content in MySkillsLab and the longer selections in the Annotated Instructor's Editions of all Pearson's reading books. See the Annotated Instructor's Edition of *In Concert* and the *Instructor's Manual* for more details.
- **Online Multiple-Choice Comprehension Questions for Professional Readings** These questions provide a quick assessment of students' literal comprehension and recall of the chapter goals in Chapters 1–14 and of the readings in Part 5. These question sets are useful for students needing more guidance with literal comprehension skills as well as for verifying that students have read the assigned chapters and readings.

Instructor Support and Professional Development

Pearson is pleased to offer a variety of support materials to help make teaching reading and writing easier for instructors and to help students excel in their coursework.

Annotated Instructor's Edition for *In Concert* (ISBN 9780133956672/ 0133956679) The *AIE* offers in-text answers to all exercises, practice sets, and reading/writing assignments. It also indicates which activities are offered simultaneously in MySkillsLab. It is a valuable resource for experienced and first-time instructors alike.

Online Instructor's Resource Manual for *In Concert* (ISBN 9780133956603 / 0133956601) The material in the *IRM,* written by Mary Dubbé, is designed to save instructors time and provide them with effective options for teaching the integrated reading/writing course. It offers suggestions for setting up their course; provides sample syllabus models; provides lots of extra practice for students who need it, and is an invaluable resource for adjuncts.

Test Bank for In Concert (ISBN 9780133956566 / 0133956563) An abundance of extra practice exercises are included in the *Test Bank for In Concert.* The *Test Bank*, created by Jeanne Jones, can also be used to create tests in Pearson's MyTest (9780133956597 / 0133956598) test creation tool.

PowerPoint Presentation for In Concert (ISBN 0133956571 / 9780133956573) Mary Dubbé has created PowerPoint presentations to accompany each chapter of *In Concert* and consists of classroom ready lecture outline slides, lecture tips classroom activities, and review questions.

Answer Key for In Concert (ISBN 9780133956658 / 0133956652) The Answer Key contains the solutions to the exercises in the student edition of the text.

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Pearson offers a variety of professional development programs and resources to support full- and part-time instructors. These include Pedagogy & Practice, an open-access digital resource gallery [http://pedagogyandpractice.pearsonhighered.com/], and our Speaking About English online conference series, featuring scholar/ educators addressing pedagogical topics via web-based presentations. These conferences are held twice a year and are free of cost to attend. Information about future conferences, as well as archives of past sessions, can be found on the conference website [http://www.pearsonhighered.com/speakingabout/english/]. Updated information about any and all of these Partnership Programs can always be found on our catalog page [http://www.pearsonhighered.com/english/].

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Efficiently blending the market-leading and proven practice from MyWritingLab and MyReadingLab into a single application and learning path, MySkillsLab offers a wealth of practice opportunity, additional instruction/content support, and extensive progress tracking for integrated reading/writing courses.

- **Reading** MySkillsLab improves students' mastery of 23 reading skills via mastery-based skill practice and improves students' reading levels with the Lexile®

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- **Writing** MySkillsLab offers skill remediation in grammar and punctuation, paragraph development, essay development, and research, and improves students' overall writing through automatic scoring by Pearson's proven Intelligent Essay Assessor (IEA).

MySkillsLab® A Deeper Connection Between Print and Media

Pearson's MySkillsLab (www.myskillslab.com) is deeply integrated into the assignments, practice sets, and reading selection activities in *In Concert*. Students can complete and submit various exercises and activities within the eText/MySkillsLab course and some of the results flow right to the Instructor Gradebook.

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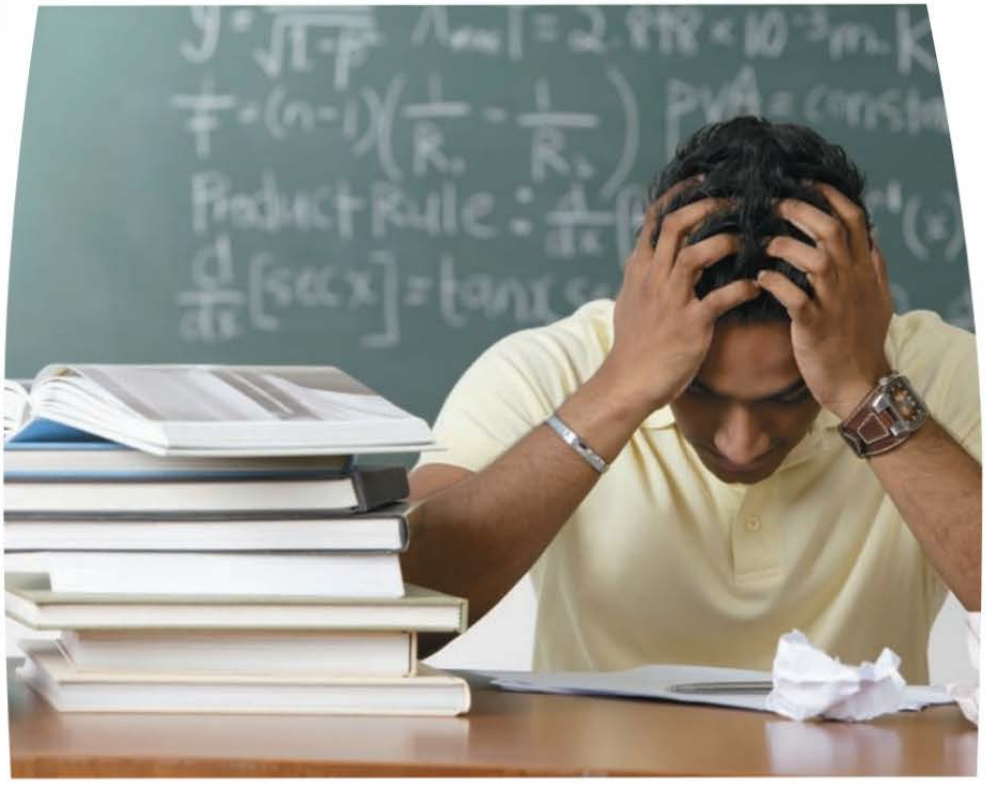
Kathleen T. McWhorter

1

An Overview of the Reading Process (with Writing)



LEARNING GOALS

Learn how to . . .

- **GOAL 1** Read actively
- **GOAL 2** Use the reading process
- **GOAL 3** Preview, predict, question, and connect to prior knowledge (pre-reading)
- **GOAL 4** Identify, organize, and understand key information (during reading)
- **GOAL 5** Paraphrase, summarize, and recall information (during and post-reading)
- **GOAL 6** Think critically about what you read

THINK About It!

Why is the student in the photograph so obviously overwhelmed? What reading, writing, and study strategies would help him cope with the heavy reading and study workload of college? This chapter focuses on the reading process and the reading and writing strategies that can help you to become an active reader. You will learn how to preview a text and discover what you already know about the topic; how to identify what is important to learn, using highlighting and annotating, and how to organize it, using mapping and outlining; and how to use post-reading strategies, including paraphrasing and summarizing, to organize and recall information. All of these skills will also help you to prepare for writing essays and taking exams.

Reading and Writing Connections

EVERYDAY CONNECTIONS

- **Reading** You read an article in the newspaper about a proposed high-rise development in a historically significant part of town.
- **Writing** You write a letter to the editor arguing against the proposed development and proposing the area be listed in the National Register of Historic Places.

ACADEMIC CONNECTIONS

- **Reading** You read a section of a world history text titled "China's Golden Age: The Tang and Song Dynasties."
- **Writing** In an essay exam question for the same class, you are asked to describe events that led to the end of the Tang Dynasty and the rise of the Song Dynasty.

WORKPLACE CONNECTIONS

- **Reading** You read in the company newsletter that a new management training program is being offered for existing employees.
- **Writing** You write a summary of your qualifications and your history with the company so that you can be considered for the management training program.

What Is Active Reading?

■ GOAL 1
Read actively

Active readers are involved with what they are reading. They interact with the author and his or her ideas. Table 1-1 contrasts the active strategies of successful readers with the passive ones of less successful readers. Throughout the remainder of this chapter and this book, you will discover specific strategies for becoming a more active reader and learner. Not all strategies work for everyone; experiment to discover those that work for you.

TABLE 1-1 ACTIVE VERSUS PASSIVE READING

Active Readers . . .	Passive Readers . . .
Tailor their reading strategies to suit each assignment.	Read all assignments the same way.
Analyze the purpose of a reading assignment.	Read an assignment because it was assigned.
Adjust their reading speed to suit their purposes.	Read everything at the same speed.
Question ideas in the assignment.	Accept whatever is in print as true.
Skim the headings or introduction and conclusion to find out what an assignment is about before beginning to read.	Check the length of an assignment and then begin reading.
Make sure they understand what they are reading as they go along.	Read until the assignment is completed.
Read with pencil in hand, highlighting, jotting notes, and marking key vocabulary.	Simply read.
Develop personalized strategies that are particularly effective.	Follow routine, standard methods.

EXERCISE 1-1

Reading Actively

Directions: Rate each of the following items as either helpful (H) or not helpful (NH) in reading actively. Then discuss with a classmate how each of the items marked NH could be changed to be more helpful.

_____ **1.** Beginning to write an essay without reviewing the chapter in which is it assigned

_____ **2.** Giving yourself a maximum of one hour to write an essay

_____ **3.** Using different techniques to read different types of essays

_____ **4.** Highlighting important new words in an essay

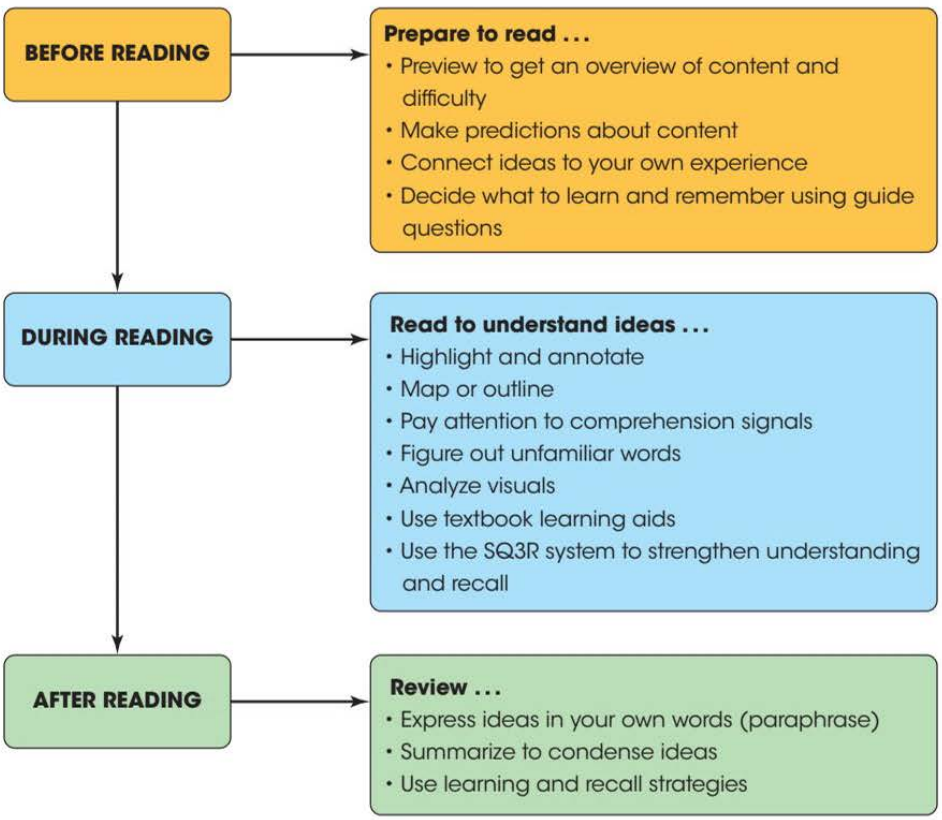
_____ **5.** Rereading an essay the same way as many times as necessary to understand it

What Is the Reading Process?

■ GOAL 2
Use the reading process

Reading is much more than moving your eyes across a page. It is a multi-step process that involves numerous strategies to use before, during, and after reading that will help you understand and remember what you read and prepare you to write in response to what you read. Figure 1-1 will help you visualize the reading process.

FIGURE 1-1 THE READING PROCESS



NOTE: Critical thinking is an essential part of the reading process; readers need to interpret, evaluate, and react to the ideas presented, connect them to their own ideas, and express them clearly in writing.

Reading is also more than just understanding what an author says. It involves thinking critically about what you are reading and have read. Think of reading as a process of interacting with the author—questioning, commenting, interpreting, and evaluating what is said. You will learn more about critical reading and thinking in this chapter as well as in Chapters 12, 13, and 14.

Reading is not a lock-step process that you follow from beginning to end. Instead, plan to move back and forth within the reading process. Plan to reread, perhaps more than once. If you have trouble understanding a passage, you may need to go back and get an overview of how it fits within the whole article, for example. And you are really never finished reading. New thoughts, responses, and reactions may occur to you long after you have read and reviewed the material.

Reading involves many related skills, such as learning new words, identifying what is important, determining how a reading is organized, understanding how ideas are connected, both within individual paragraphs and in essays, articles, and textbooks. Chapters 3–11 will help you polish these skills.

Pre-Reading Strategies

■ GOAL 3
Preview, predict, question, and connect to prior knowledge

Just as you probably would not jump into a pool without checking its depth, you should not begin reading an article or textbook chapter without knowing what it is about and how the author organized it. This section will show you how to preview, ask questions, and discover you what already know about what you will read.

Preview Before Reading

Authors think about how their ideas are connected and how they can best be organized so that readers are able to follow their thoughts and understand their material. **Previewing** is a way of quickly familiarizing yourself with the organization and content of a chapter or article *before* beginning to read it, which you will discover makes a dramatic difference in how effectively you read and how much you can remember.

How to Preview Articles, Essays, and Textbook Chapters

Think of previewing as getting a sneak peek at what a reading will be about.

1. **Read the title and subtitle of the selection.** The title provides the overall topic of the article, essay, or textbook chapter. The subtitle suggests the specific focus, aspect, or approach the author will take toward the overall topic.
2. **Check the author's name.** If it is familiar, what do you know about the author?
3. **Read the introduction or the first paragraph.** The introduction or first paragraph introduces the subject and suggests how the author will develop it.
4. **Read each boldfaced (dark print) heading.** Headings announce the major topic of each section.

5. **Read the first sentence under each heading, which often states the central thought of the section.**
6. **If the reading lacks headings, read the first sentence of each of a few paragraphs on each page to discover main ideas.**
7. **Note any graphic aids.** Graphs, charts, photographs, and tables often suggest what is important in the selection, as they have been chosen to support the author's message. Be sure to read the captions for photographs and the legends on graphs, charts, or tables.
8. **Read the last paragraph or summary.** This may provide a condensed view of the selection, often reviewing key points, or it may draw the reading to a close. If the last paragraph is lengthy, read only the last few sentences.

EXAMINING PROFESSIONAL WRITING

The following textbook excerpt, "Secrets for Surviving College and Improving Your Grades," is taken from the introductory section of *Psychology*, fourth edition, by Saundra K. Ciccarelli and J. Nolan White. It offers a variety of strategies for learning from and studying college textbooks. This excerpt will be used throughout this chapter to demonstrate techniques and give you practice in reading and learning from college textbooks.

Thinking Before Reading

Study the highlighted parts of the essay and, using the "How to Preview Articles, Essay, and Textbook Chapters" section above, see if you can explain why each of the sections/sentences is highlighted.

After you have previewed the essay, connect the reading to your own experience by answering the following questions:

a. Do you wish reading and studying were easier?

b. Do you spend time reading and studying but not get the grades you feel you deserve?

Secrets for Surviving College and Improving Your Grades

1 *I want to make better grades, but sometimes it seems that no matter how hard I study, the test questions turn out to be hard and confusing and I end up not doing very well. Is there some trick to getting good grades?*

2 Many students would probably say that their grades are not what they want them to be. They may make the effort, but they still don't seem to be able to achieve the higher grades that they wish they could earn. A big part of the problem is that despite many different educational experiences, students are rarely taught how to study.

STUDY METHODS: DIFFERENT STROKES FOR DIFFERENT FOLKS

WHAT ARE SOME DIFFERENT METHODS OF STUDYING?

3 Most college students, at one point or another in their educational experiences, have probably run into the concept of a *learning style,* but what exactly is it? In general, a learning style is the particular way in which a person takes in, or absorbs, information.

4 We learn many different kinds of things during our lives, and one method of learning probably isn't going to work for everyone. Some people seem to learn better if they can read about a topic or put it into their own words (verbal learners). Others may find that looking at charts, diagrams, and figures help them more (visual learners). There are those who learn better if they can hear the information (auditory learners), and there are even people who use the motion of their own bodies to help them remember key information (action learners). While instructors would have a practical nightmare if they tried to teach to every individual student's particular learning style, students who are aware of their own style can use it to change the way they study. So instead of focusing on different learning styles, this section will focus on different *study methods.* Take the opportunity to try them out and find which methods work best for you. Table A lists just some of the ways in which you can study. All of the methods listed in this table are good for students who wish to improve both their understanding of a subject and their grades on tests. See if you can think of some other ways in which you might prefer to practice the various study methods.

WHEN AND WHERE DO YOU FIT IN TIME TO STUDY? WHAT ARE SOME STRATEGIES FOR TIME MANAGEMENT?

5 One of the biggest failings of college students (and many others) is managing the time for all the tasks involved. Procrastination, the tendency to put off tasks until some later time that often does not arrive, is the enemy of time management. There are some strategies to defeating procrastination (The College Board, 2011):

- Make a map of your long-term goals. If you are starting here, what are the paths you need to take to get to your ultimate goal?
- Get a calendar and write down class times, work times, social engagements, everything!
- Before you go to bed, plan your next day, starting with when you get up and prioritizing your tasks for that day. Mark tasks off as you do them.
- Go to bed. Getting enough sleep is a necessary step in managing your tasks. Eating right and walking or stretching between tasks is a good idea, too.
- If you have big tasks, break them down into smaller, more manageable pieces. How do you eat an elephant? One bite at a time.
- Do small tasks, like answering emails or writing the first paragraph of a paper, in those bits of time you might otherwise dismiss; riding the bus to school or work, waiting in a doctor's office, and so on.
- Build in some play time—all work and no play pretty much insures that you will fail at keeping your schedule. Use play time as a reward for getting tasks done.

TABLE A MULTIPLE STUDY METHODS

Verbal Methods	Visual Methods	Auditory Methods	Action Methods
• Use flash cards to identify main points or key terms. • Write out or recite key information in whole sentences or phrases in your own words. • When looking at diagrams, write out a description. • Use "sticky" notes to remind yourself of key terms and information, and put them in the notebook or text or on a mirror that you use frequently. • Practice spelling words or repeating facts to be remembered. • Rewrite things from memory.	• Make flash cards with pictures or diagrams to aid recall of key concepts. • Make charts and diagrams and sum up information in tables. • Use different colors of highlighter for different sections of information in text or notes. • Visualize charts, diagrams, and figures. • Trace letters and words to remember key facts. • Redraw things from memory.	• Join or form a study group or find a study partner so that you can discuss concepts and ideas. • While studying, speak out loud or into a digital recorder that you can play back later. • Make speeches. • Record the lectures (with permission). Take notes on the lecture sparingly, using the recording to fill in parts that you might have missed. • Read notes or text material into a digital recorder or get study materials recorded and play back while exercising or doing chores. • When learning something new, state or explain the information in your own words out loud or to a study partner. • Use musical rhythms as memory aids, or put information to a rhyme or a tune.	• Sit near the front of the classroom and take notes by jotting down key terms and making pictures or charts to help you remember what you are hearing. • While studying, walk back and forth as you need out loud. • Study with a friend. • While exercising, listen to recordings you have made of important information. • Write out key concepts on a large board or poster. • Make flash cards, using different colors and diagrams, and lay them out on a large surface. Practice putting them in order. • Make a three-dimensional model. • Spend extra time in the lab. • Go to off-campus areas such as a museum or historical site to gain information.

- If your schedule falls apart, don't panic—just start again the next day. Even the best time managers have days when things don't go as planned.

Time saved or time wasted?

6 Another problem that often interferes with time management is the enduring myth that we can effectively multitask. In today's world of technological interconnectedness, people tend to believe that they can learn to do more than one task at a time. The fact, however, is that the human mind is not meant to multitask and trying to do so not only can lead to car wrecks and other disasters, but also may result in changes in how individuals process different types of information, and not for the better. One study challenged college students to perform experiments that involved task switching, selective attention, and working memory (Ophir et al., 2009). The expectation was that students who were experienced at multitasking would outperform those who were not, but the results were just the opposite: the "chronic multitaskers" failed miserably at all three tasks. The results seemed to indicate that frequent multitaskers use their brains less effectively, even when focusing on a single task.

7 Another study found that people who think they are good at multitasking are actually not (Sanbonmatsu et al., 2013), while still another study indicates that video gamers, who often feel that their success at garning is training them to be good multitaskers in other areas of life such as texting or talking while driving, are just as unsuccessful at multitasking as nongamers (Donohue et al., 2012). In short, it's better to focus on one task and only one task for a short period of time before moving on to another than to try to do two things at once.

READING TEXTBOOKS: TEXTBOOKS ARE NOT MEATLOAF

HOW SHOULD YOU GO ABOUT READING A TEXTBOOK SO THAT YOU GET THE MOST OUT OF YOUR READING EFFORTS?

8 No matter what the study method, students must read the textbook to be successful in the course. (While that might seem obvious to some, many students today seem to think that just taking notes on lectures or slide presentations will be enough.) This section deals with how to read textbooks for understanding rather than just to "get through" the material.

9 Students make two common mistakes in regard to reading a textbook. The first mistake is simple: Many students don't bother to read the textbook *before* going to the lecture that will cover that material. Trying to get anything out of a lecture without having read the material first is like trying to find a new, unfamiliar place without using a GPS or any kind of directions. It's easy to get lost. This is especially true because of the assumption that most instructors make when planning their lectures: They take for granted that the students have already read the assignment. The instructors then use the lecture to go into detail about the information the students supposedly got from the reading. If the students have not done the reading, the instructor's lecture isn't going to make a whole lot of sense.

10 The second mistake that most students make when reading textbook material is to try to read it the same way they would read a novel: They start at the first page and read continuously. With a novel, it's easy to do this because the plot is usually interesting and people want to know what happens next, so they keep reading. It isn't necessary to remember every little detail—all they need to remember are the main plot points. One could say that a novel is like meatloaf—some meaty parts with lots of filler. Meatloaf can be eaten quickly, without even chewing for very long.

The SQ3R method

WHAT IS THE SQ3R METHOD?

11 With a textbook, the material may be interesting but not in the same way that a novel is interesting. A textbook is a big, thick steak—all meat, no filler. Just as a steak has to be chewed to be enjoyed and to be useful to the body, textbook material has to be "chewed" with the mind. You have to read slowly, paying attention to every morsel of meaning. (See page 22–23 for an explanation of the SQ3R method.)

12 So how do you do that? Probably one of the best-known reading methods is called SQ3R, first used by F. P. Robinson in a 1946 book called *Effective Study*.

13 Some educators and researchers now add a fourth R: *Reflect*. To reflect means to try to think critically about what you have read by trying to tie the concepts into what you already know, thinking about how you can use the information in your own life, and deciding which of the topics you've covered interests you enough to look for more information on that topic. For example, if you have learned about the genetic basis for depression, you might better understand why that disorder seems to run in your best friend's family.

After reading a chapter section, take time to reflect on what the information means and how it might relate to real-world situations.

14 Reading textbooks in this way means that, when it comes time for the final exam, all you will have to do is carefully review your notes to be ready for the exam—you won't have to read the entire textbook all over again. What a time-saver! Recent research suggests that the most important steps in this method are the three

R's: Read, Recite, and Review. In two experiments with college students, researchers found that when compared with other study methods such as rereading and note-taking study strategies, the 3R strategy produced superior recall of the material.

EXERCISE 1-2

Evaluating Your Previewing of "Secrets for Surviving in College"

Directions: Answer each of the following questions based on what you learned by previewing "Secrets for Surviving in College and Improving Your Grades."

1. Why do many students not achieve the grades they want?
2. What does the term *learning style* mean?
3. What is one of the biggest failings of college students?
4. What is the SQ3R method?

This exercise tested your recall of some of the important ideas in the article. Check your answers by referring back to the article. Did you get most or all of the items correct? This exercise demonstrates, then, that previewing helps you learn the key ideas in a selection before actually reading it.

Make Predictions

Predictions are educated guesses about the material to be read. For example, you might predict an essay's focus, a chapter's method of development, or the key points to be presented within a chapter section. Table 1-2 presents examples of predictions that may be made from a heading and an opening sentence in "Secrets for Surviving College."

You make predictions based on your experience with written language, your background knowledge, and your familiarity with a subject. While previewing a reading assignment, make predictions about its content and organization, and anticipate what topics the author will cover and how the topics will be organized using these questions:

- What clues does the author give?
- What will this material be about?
- What logically would follow next?

TABLE 1-2 SAMPLE PREDICTIONS

Heading	Prediction
Where and When Do You Fit in Time for Study?	The author will provide tips on how to find time to study.
Opening Sentence	**Prediction**
Most college students, at one point or another, have probably run into the concept of a *learning style*, but what exactly is it?	The author will define the term *learning style*.