Kathleen McWhorter

Study and Critical Thinking Skills in College

Eighth Edition

Study and Critical Thinking Skills in College

EIGHTH EDITION

Kathleen T. McWhorter

Niagara County Community College

PEARSON

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In Harmony: Reading and Writing

In Concert: Reading and Writing

Expressways: Paragraph and Essay Writing

Pathways: Sentence and Paragraph Writing

Reading Across the Disciplines

Guide to College Reading

College Reading and Study Skills

Efficient and Flexible Reading

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Preface

The eighth edition of *Study and Critical Thinking Skills in College* offers a new emphasis on discipline-specific reading skills and critical thinking skills, while providing students with advice and strategies to cope with the most common academic challenges they face in college.

New to this Edition

This edition has been extensively revised to align with the ways students read, study, learn, think, and network in the twenty-first century. While printed textbooks and other reading materials remain core learning resources in the contemporary classroom, students are increasingly reading, studying, collaborating, and even taking tests online. This eighth edition of *Study and Critical Thinking Skills in College* encourages students to adapt their learning strategies to the demand and characteristics of the academic discipline they are studying, to study and think in ways that match their learning styles, and to use technologies (such as online databases and social media) that maximize their productivity.

New and expanded features include the following:

- **NEW!** MyStudentSuccessLab is an online homework, tutorial, and assessment program designed to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts. It fosters the skills students need to succeed for *ongoing personal and professional development*. Whether face-to-face or online, *MyStudentSuccessLab* personalizes learning to help students build the skills they need through peer-led video interviews, interactive practice exercises, and activities that provide academic, life, and professionalism skills.

This learning outcomes-based technology promotes student engagement through:

* **Conley Readiness Index (CRI)**–a research-based behavioral diagnostic, developed by Dr. David T. Conley, that measures readiness around skill set and builds ownership of learning.
* **Full Course Pre- and Post-Diagnostic** test, based on Bloom's Taxonomy and linked to key learning objectives in each topic.
* **A Pre- and Post-Test** for each individual topic in the Learning Path; an **Overview** of objectives to build vocabulary and repetition; access to **Video interviews** to learn about key issues "by students, for students"; **Practice** exercises to improve class prep and learning; **Graded Activities** to build critical-thinking skills and develop problem-solving abilities.
* **Student resources** including Finish Strong 24/7 YouTube videos, Calculators, and Professionalism/Research & Writing/Student Success tools.

  - **Title-specific version available** as an option for those who teach closely to their text. This course would include the national eText, Chapter specific quizzing, extended Feature set, and Learning Path modules that align with the chapter naming conventions of the book.

- **NEW!** With its emphasis on critical thinking as a core skill across the academic disciplines, Chapter 1 identifies **four essential critical thinking skills**, which then form the basis for the remainder of the book. These skills involve:
  - Developing inference skills
  - Examining existing opinions and beliefs
  - Recognizing emotional appeals
  - Looking for what is not said (omissions)
- **NEW!** To match the learning-based outcomes structure of many college courses, each chapter now begins with a set of **Learning Goals** that are revisited within each chapter and then summarized at the end of the chapter **Summary of Learning Goals**.
- **NEW!** Each chapter begins with a brief "**Did You Know?**" feature that summarizes recent research on thinking and learning. The "Did You Know?" questions activate students' schemas by asking them to examine their assumptions and their current thinking and study habits. A **photograph or visual** now opens each chapter, provoking interest and suggesting connections to chapter content.
- **NEW!** Marginal **discipline-specific study tips** in each chapter provide suggestions for how to maximize study efficiency in common freshman courses, such as English composition, psychology, business, biology and the sciences, and math.
- **NEW!** This new edition provides study tips for students who encounter **new and evolving teaching methods**, including online and hybrid courses, flipped classrooms, online course management and homework systems, and personal response systems (clickers). Recognizing that students now take tests online, Part 5 provides tips for maximizing success with online quizzes and exams.
- **NEW!** To help students develop their critical thinking skills, each chapter includes numerous **Critical Thinking in Action** boxed activities. The format of these activities differs from chapter to chapter, but all ask students to closely examine and think critically about a situation, controversy, practice, piece of text, or image.
- **NEW!** Textbooks are quite different across the disciplines. Each discipline uses a different set of pedagogical features to help students learn. Chapter 7 includes a new section, "**Textbooks Across the Disciplines,**" to help students understand how to best work with different types of textbooks. All of the textbook readings reprinted in this chapter are new to this edition.
- **NEW!** A completely new Chapter 9, "**Multimedia Literacy**," introduces the role of visual aids in college learning and provides suggestions for thinking critically about each type, from static illustrations like diagrams and bar graphs through dynamic, video-based learning aids such as videos, documentaries, animations, and computer simulations.
- **NEW!** A new section, "**Evaluating Source Materials**," found in Chapter 12, helps students actively evaluate the many sources of printed and online information by asking them to focus on and think critically about content, accuracy, reliability, authority, timeliness, and objectivity.
- **NEW!** A revised chapter 13, "**Adapting Skills for Academic Disciplines**," emphasizes the different types of thinking necessary in courses across the curriculum and helps students expand their critical-thinking skills into decision making, problem solving, creative thinking, and scientific thinking. The chapter then provides suggestions for adapting these skills to courses in the social sciences and history, the life and physical sciences, mathematics, and literature and the liberal arts.

- **NEW!** Part 6 offers a unique **Classroom Simulation of Textbook Reading and Writing**. The simulation is built around a textbook chapter excerpt from a psychology textbook and treats it as a classroom reading assignment. Students prepare for a class lecture on the assignment, read the assignment, review the assignment, complete simulated classroom activities, write about the assignment, take a quiz based on the assignment, and complete an exam based on the assignment. It demonstrates to students that textbook reading is much more than opening a book, and reading the chapter, and closing the book. It emphasizes before, during, and after thinking and learning skills necessary for effective study.

Goals

Study and Critical Thinking Skills in College was written to enable students to become academically competitive and to prepare them for success in college. It aims to achieve the following goals:

- **Discipline-Specific Reading Skills**. The book is built on the premise that each academic discipline has its own unique subject matter, approach, and methodology. Consequently, learning in each discipline requires a unique set of skills and strategies. The book endeavors to teach students how to adapt their reading and study skills to meet the demands of different academic disciplines.
- **Active Learning**. A primary purpose of the text is to approach study as an active thinking process. For many students, learning is a passive assimilation process, and their goal is to acquire as many facts and as much information as possible, rather than to understand, analyze, and evaluate ideas.
- **Critical Thinking**. A basic assumption of this book is that students can learn how to learn and can be taught to think critically. A primary purpose of this book, then, is to teach specific learning and thinking strategies. Learning is approached as a highly versatile and adaptive process. Students are encouraged to analyze learning tasks and to choose appropriate strategies that suit the nature of the task and their prior knowledge and experience.
- **Metacognitive Skills**. The book applies current research findings in the areas of metacognition, schema theory, and writing as learning. Metacognitive strategies are built into specific learning and study techniques.

Content Overview

Study and Critical Thinking Skills in College presents a unique integration of study and critical thinking skills.

- **Part One introduces students to college learning and critical thinking and establishes a focus on student success**. Chapter 1 introduces students to the academic demands of college and to the necessity to develop critical thinking skills. It explains the importance of developing discipline-specific reading skills. The remaining chapters in this part develop specific success strategies: learning the college system, taking responsibility for one's own learning, establishing goals, managing time, and reducing stress. Students also analyze their own learning style, consider how to use their learning style to choose study methods, and discover how to adapt to various teaching styles.
- **Part Two focuses on thinking skills in the classroom**. Chapter 5 emphasizes communication skills in the classroom and discusses listening critically, participating in class, asking and answering questions, and working on group projects

and oral presentations. Chapter 6 teaches skills for taking notes during college lectures. Students learn to prepare for lectures, record lecture content, adapt to varying lecture formats, and editing and review their notes.

- **Part Three presents skills for textbook and electronic reading, studying, and learning**. Chapter 7 focuses on reading and learning from college textbooks. Students learn to use textbook features, preview before reading, and use the SQ3R method. Highlighting, annotating, outlining and mapping are presented as effective methods of identifying what to learn and organizing information. Chapter 8 stresses the importance of learning specialized and technical vocabulary and offers specific learning strategies. Chapter 9 discusses multimedia and digital literacy, showing students how to approach graphics, media, and visual aids in college courses. Chapter 10 discusses principles of learning and memory and their application to academic tasks.
- **Part Four offers students skills and strategies for mastering course content**. The section begins with a chapter on academic patterns of thought, emphasizing their predominance and use across various academic disciplines. Chapter 12 presents critical thinking skills for reading and analyzing course content. It includes skills for synthesizing ideas, distinguishing fact and opinion, evaluating viewpoints, recognizing generalizations, evaluating sources, and thinking critically about arguments. Chapter 13 shows students how to apply skills to various academic disciplines. Techniques for approaching the social sciences and history, life and physical sciences, mathematics, literature and liberal arts, and career fields are discussed.
- **Part Five equips students with the skills and strategies needed in preparing for and taking exams**. Students learn to organize their review, use thematic study, and develop study strategies for specific academic disciplines. They learn specific strategies for answering objective test questions, writing essay exams, and controlling test anxiety.

Special Features

The following features significantly enhance the text's effectiveness as a motivational teaching tool:

- **Did You Know Questions**. 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.
- **Critical Thinking in Action**. These activities provide immediate and practical application of skills taught in the chapter. The activities offer a wide range of engaging formats including problem-solving scenarios, tables, realistic textbook excerpts, and so forth. These activities are intended to demonstrate to students the immediate utility of the skills they have just learned, further expand their critical thinking skills, and model future applications.
- **In-Chapter Exercises**. Numerous exercises within each chapter provide students with opportunities to immediately apply and evaluate techniques. While the exercises take a variety of forms, their focus is the practical application of skills in realistic college course situations, and they often require the use of the students' own textbooks or course materials.
- **Learning Goals**. Each chapter begins with a list of learning objectives that establish the chapter's focus and provides students with purposes for reading. They can be used as a way to review and check retention of chapter content after reading the chapter.

- **Review: Summary of Learning Goals**. Functioning as a brief summary, this list of key points directly correspond to the Learning Goals and helps students pull together chapter content and focus on what is important.
- **Working Together Activity**. Each chapter contains an exercise designed for group interaction. Its purpose is to promote collaborative learning, allowing students to observeto and learn from the thinking processes of other students.
- **The Career Connection**. This activity, appearing near the end of each chapter, encourages students to explore workplace applications of chapter content. By extending chapter skills to the workplace, students realize the long-term benefits of the skills they are learning.

Instructor Resources

Online Instructor's Manual (www.pearsonhighered.com/irc) This online manual provides a framework of ideas and suggestions for activities, journal writing, thought-provoking situations, and online implementation including MyStudentSuccessLab recommendations.

Online PowerPoint Presentation (www.pearsonhighered.com/irc) A comprehensive set of online PowerPoint slides that can be used by instructors for class presentations and also by students for lecture preview or review. The PowerPoint presentation includes summary slides with overview information for each chapter to help students understand and review concepts within each chapter.

MyStudentSuccessLab (www.mystudentsuccesslab.com) This title is also available with MyStudentSuccessLab—an online homework, tutorial, and assessment program designed to engage students and improve results. It includes Conley Readiness Index (CRI). Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts. It fosters the skills students need to succeed for *ongoing personal and professional development*. Whether face-to-face or online, MyStudentSuccessLab personalizes learning to help students build the skills they need through peer-led video interviews, interactive practice exercises, and activities that provide academic, life, and professionalism skills. Beyond the Full Course Pre- and Post-Diagnostic assessments, and Pre- and Post-tests within each module, additional learning outcomes-based tests can be created/selected using a secure testing engine, and may be printed or delivered online. If interested in adopting this title with MyStudentSuccessLab, ask your Pearson representative for the correct package ISBN and course to download.

Course Redesign (www.pearsoncourseredesign.com) Collect, measure, and interpret data to support efficacy. Our resources can help you rethink how you deliver instruction, measure the results of your course redesign, and get support for data collection and interpretation.

Implementation and Training (http://www.pearsonmylabandmastering.com/northamerica/mystudentsuccesslab/educators/support/training-options/index.html) Access MyStudentSuccessLab training resources such as the Planning Tool Kit, Implementation guide, How Do I videos, Self-paced training modules, and Live Online Training sessions with a Faculty Advisor.

CourseConnect (www.pearsonlearningsolutions.com/courseconnect) This title is also available with CourseConnect-designed by subject matter experts and credentialed instructional designers; it offers customizable online courses with a consistent learning path, available in a variety of learning management systems as self-paced study.

eTextbooks Online (www.vitalsource.com) As an alternative to purchasing the print textbook, students can subscribe to the same content online and save up to 50%

off the suggested list price of the print text. With an e-textbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for review.

Custom Services (www.pearsonlearningsolutions.com) With this title, we offer flexible and creative choices for course materials that will maximize learning and student engagement. Options include Custom library, publications, technology solutions, and online education.

Professional Development for Instructors (www.pearsonhighered.com/studentsuccess) Augment your teaching with engaging resources. Visit our online catalog for our Ownership series, Engaging Activities series, and Audience booklets.

Resources for your Students (www.pearsonhighered.com/studentsuccess) Help students save and succeed throughout their college experience. Visit our online catalog for options such as loose leaf editions, eTextbooks, Pearson Students program, IDentity Series, Success Tips, and more.

Book-Specific Ancillary Materials

Expanding Your Vocabulary

Instructors may choose to package *Study and Critical Thinking in College* with a copy of *Expanding Your Vocabulary*. This book, written by Kathleen McWhorter, can work well as a supplemental text by providing instruction and practice in vocabulary. Students can work through the book independently or units may be incorporated into weekly lesson plans. Topics covered include methods of vocabulary learning, contextual aids, word parts, connotative meanings, idioms, euphemisms, and many more fun and interesting topics. The book concludes with vocabulary lists and exercises representative of eleven academic disciplines. To preview the book, request a copy from your Pearson sales representative or request online at www.pearsonhighered.com/studentsuccess.

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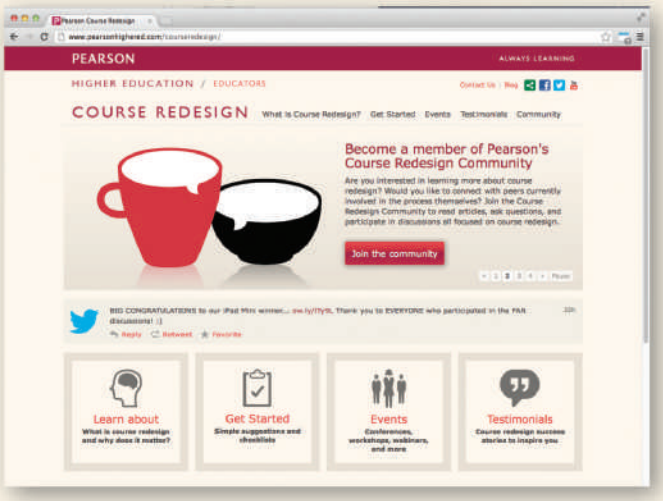
Kathleen T. McWhorter

Pearson Course Redesign

Collect, measure, and interpret data to support efficacy.

Rethink the way you deliver instruction.

Pearson has successfully partnered with colleges and universities engaged in course redesign for over 10 years through workshops, Faculty Advisor programs, and online conferences. Here's how to get started!



- Visit our course redesign site at www.pearsoncourseredesign.com for information on getting started, a list of Pearson-sponsored course redesign events, and recordings of past course redesign events.
- Request to connect with a Faculty Advisor, a fellow instructor who is an expert in course redesign, by visiting www.mystudentsuccesslab.com/community.
- Join our Course Redesign Community at www.community.pearson.com/courseredesign and connect with colleagues around the country who are participating in course redesign projects.

Don't forget to measure the results of your course redesign!

Examples of data you may want to collect include:

- Improvement of homework grades, test averages, and pass rates over past semesters
- Correlation between time spent in an online product and final average in the course
- Success rate in the next level of the course
- Retention rate (i.e., percentage of students who drop, fail, or withdraw)

Need support for data collection and interpretation?

Ask your local Pearson representative how to connect with a member of Pearson's Efficacy Team.

MyStudentSuccessLab

Help students start strong and finish stronger.

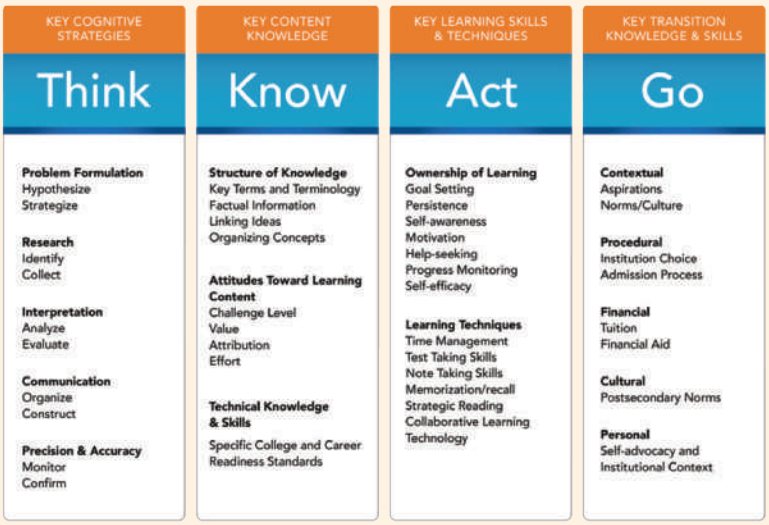
MyStudentSuccessLab™

MyLab from Pearson has been designed and refined with a single purpose in mind—to help educators break through to improving results for their students.

MyStudentSuccessLab™ (MSSL) is a learning outcomes-based technology that advances students' knowledge and builds critical skills, offering ongoing personal and professional development through peer-led video interviews, interactive practice exercises, and activities that focus on academic, life, and professional preparation.

The **Conley Readiness Index (CRI), developed by Dr. David Conley, is now embedded in MyStudentSuccessLab**. This research-based, self-diagnostic online tool measures college and career readiness; it is personalized, research-based, and provides actionable data. Dr. David Conley is a nationally recognized leader in research, policy, and solution development with a sincere passion for improving college and career readiness.

Developed exclusively for Pearson by Dr. Conley, the Conley Readiness Index assesses mastery in each of the "Four Keys" that are critical to college and career readiness:



Topics include:

Student Success Learning Path

- Conley Readiness Index
- College Transition
- Communication
- Creating an Academic Plan
- Critical Thinking
- Financial Literacy
- Goal Setting
- Information Literacy
- Learning Preferences
- Listening and Note Taking
- Majors and Careers Exploration
- Memory and Studying
- Online Learning
- Problem Solving
- Reading and Annotating
- Stress Management
- Test Taking
- Time Management
- Wellness

Career Success Learning Path

- Career Exploration: Know Yourself
- Career Portfolio
- Customer Service
- Interviewing
- Networking/Job Search Strategies
- Personal Brand
- Self-Management Skills at Work
- Teamwork
- Workplace Communication
- Workplace Etiquette

Assessment

Beyond the Pre- and Post-Full Course Diagnostic Assessments and Pre- and Post-Tests within each module, additional learning-outcome-based tests can be created using a secure testing engine, and may be printed or delivered online. These tests can be customized by editing individual questions or entire tests.

Reporting

Measurement matters—and is ongoing in nature. MyStudentSuccessLab lets you determine what data you need, set up your course accordingly, and collect data via reports. The high quality and volume of test questions allows for data comparison and measurement.

Content and Functionality Training

The Instructor Implementation Guide provides grading rubrics, suggestions for video use, and more to save time on course prep. Our Best Practices Guide and "How do I…"YouTube videos indicate how to use MyStudentSuccessLab, from getting started to utilizing the Gradebook.

Peer Support

The Student Success Community site is a place for you to connect with other educators to exchange ideas and advice on courses, content, and MyStudentSuccessLab. The site is filled with timely articles, discussions, video posts, and more. Join, share, and be inspired!
www.mystudentsuccesscommunity.com

The Faculty Advisor Network is Pearson's peer-to-peer mentoring program in which experienced MyStudentSuccessLab users share best practices and expertise. Our Faculty Advisors are experienced in one-on-one phone and email coaching, presentations, and live training sessions.

Integration and Compliance

You can integrate our digital solutions with your learning management system in a variety of ways. For more information, or if documentation is needed for ADA compliance, contact your local Pearson representative.

MyStudentSuccessLab users have access to:

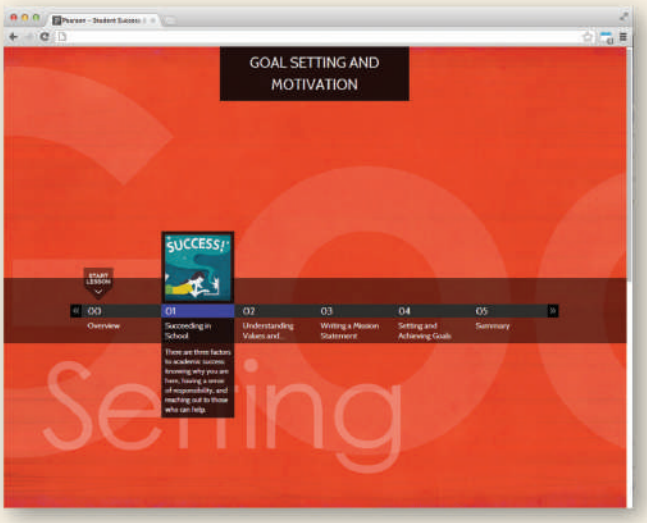
- Full course Pre- and Post-Diagnostic Assessments linked to learning outcomes
- Pre- and Post-tests dedicated to individual topics
- Overviews that summarize objectives and skills
- Videos on key issues "by students, for students"
- Practice exercises that instill student confidence
- Graded activities to build critical-thinking and problem-solving skills
- Journal writing assignments with online rubrics for consistent, simpler grading
- Resources like Finish Strong 24/7 YouTube videos, calculators, professionalism/research & writing/ student success tools
- **Conley Readiness Index** student inventory to measure college and career readiness skill set

Students utilizing MyStudentSuccessLab may purchase Pearson texts in a number of cost-saving formats—including eTexts, loose-leaf Student Value editions, and more.

CourseConnect™

Trust that your online course is the best in its class.

Designed by subject matter experts and credentialed instructional designers, CourseConnect offers award-winning customizable online courses that help students build skills for ongoing personal and professional development.



CourseConnect uses topic-based, interactive modules that follow a consistent learning path–from introduction, to presentation, to activity, to review. Its built-in tools–including user-specific pacing charts, personalized study guides, and interactive exercises–provide a student-centric learning experience that minimizes distractions and helps students stay on track and complete the course successfully. Features such as relevant video, audio, and activities, personalized (or editable) syllabi, discussion forum topics and questions, assignments, and quizzes are all easily accessible. CourseConnect is available in a variety of learning management systems and accommodates various term lengths as well as self-paced study. And, our compact textbook editions align to CourseConnect course outcomes.

Choose from the following three course outlines ("Lesson Plans")

Student Success

- Goal Setting, Values, and Motivation
- Time Management
- Financial Literacy
- Creative Thinking, Critical Thinking, and Problem Solving
- Learning Preferences
- Listening and Note-Taking in Class
- Reading and Annotating
- Studying, Memory, and Test-Taking
- Communicating and Teamwork
- Information Literacy
- Staying Balanced: Stress Management
- Career Exploration

Career Success

- Planning Your Career Search
- Knowing Yourself: Explore the Right Career Path
- Knowing the Market: Find Your Career Match
- Preparing Yourself: Gain Skills and Experience Now
- Networking
- Targeting Your Search: Locate Positions, Ready Yourself
- Building a Portfolio: Your Resume and Beyond
- Preparing for Your Interview
- Giving a Great Interview
- Negotiating Job Offers, Ensuring Future Success

Professional Success

- Introducing Professionalism
- Workplace Goal Setting
- Workplace Ethics and Your Career
- Workplace Time Management
- Interpersonal Skills at Work
- Workplace Conflict Management
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- Effective Workplace Meetings
- Workplace Teams
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- Understanding Human Resources
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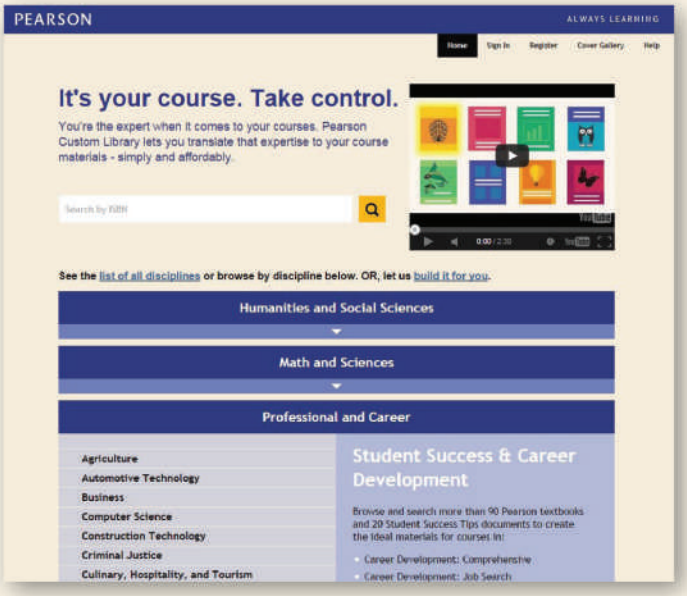
Personalize instruction to best facilitate learning.

As the industry leader in custom publishing, we are committed to meeting your instructional needs by offering flexible and creative choices for course materials that will maximize learning and student engagement.



Pearson Custom Library

Using our online book-building system, create a custom book by selecting content from our course-specific collections that consist of chapters from Pearson Student Success and Career Development titles and carefully selected, copyright-cleared, third-party content and pedagogy.
www.pearsoncustomlibrary.com

Custom Publications

In partnership with your Pearson representative, modify, adapt, and combine existing Pearson books by choosing content from across the curriculum and organizing it around your learning outcomes. As an alternative, you can work with your Editor to develop your original material and create a textbook that meets your course goals.

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Work with Pearson's trained professionals, in a truly consultative process, to create engaging learning solutions. From interactive learning tools, to eTexts, to custom websites and portals, we'll help you simplify your life as an instructor.

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Pearson offers online course content for online classes and hybrid courses. This online content can also be used to enhance traditional classroom courses. Our award-winning CourseConnect includes a fully developed syllabus, media-rich lecture presentations, audio lectures, a wide variety of assessments, discussion board questions, and a strong instructor resource package.

For more information on custom Student Success services, please visit www.pearsonlearningsolutions.com.

PART 1
THINKING AND LEARNING IN COLLEGE

1

Taking Charge of Your College Career

LEARNING GOALS

1. Develop a plan for managing your college career
2. Create a system for learning in college
3. Understand the role of critical thinking in academic success
4. Master the four essential components of critical thinking
5. Apply and adapt your study and critical thinking skills to the academic disciplines

DID YOU KNOW?

- The average graduate of a four-year college earns $29,250 more per year than the average high school graduate.[i]
- Employers value a college education and are willing to contribute to their employees' tuition. Nine percent of financial aid given to undergraduates comes from employers. Twenty-two percent of graduate students and professional degree students receive aid from their employers.[ii]

You are now a college student. Reaching this point has required years of hard work, preparation, and planning. Now that you are here, you are ready to begin the challenging, exciting tasks that college involves. At this point it is only natural for you to be wondering, "How successful will I be?" or "How will I meet these new demands and challenges?" This chapter describes the demands of college, offers numerous success strategies, and teaches you how to become an active, involved learner. It also introduces you to the key critical thinking skills and demonstrates their importance in college success.

Managing Your College Career

1 Develop a plan for managing your college career

Whether you have just completed high school or are returning to college with a variety of work experiences and/or family responsibilities, you will face new demands and expectations in college. Use the following suggestions to help you rise to the challenge.

Set Operating Rules

Unlike high school or jobs you may have held, college imposes few clear limits, rules, or controls. There are no defined work hours except for classes; your time is your own. Often, you face no threats or penalties for missing classes or failing to complete assignments (other than bad grades). You do *what* you want, *when* you want, *if* you want to. For many students, this lack of structure requires some adjustment; at first, it can be disconcerting. Some students feel they should spend all their free time studying; others put off study or never find quite the right time for it.

One of the best ways to manage this flexibility is to establish a set of operating rules for yourself. For example, you might decide to limit yourself to two absences in each course. Here are examples of some rules successful students have set for themselves:

- Study at least three hours each day or evening.
- Start studying for a major examination at least a week ahead.
- Complete all homework assignments at least one day in advance.
- Read all assigned chapters *before* the class in which they will be discussed.

You may feel more committed to the rules you set if you write them down and post them above your desk, or as a screen saver on your computer or phone, as a constant reminder.

Take Charge of Your College Experience

Students without definite plans and goals drift through college passively, letting things happen and allowing others to control their lives and schedules. In contrast, active decision makers know what they want (a good grade, a good job, the opportunity for an internship or prestigious volunteer position) and plan strategies to obtain it. Here's how to take charge of your college experience.

Accept Responsibility for Grades

Certainly you have heard comments such as, "Dr. Smith gave me a B on my last paper" or "I got a C on my first lab report." Students often think of grades as rewards that teachers give them. But grades are *earned*, not given. If you got a C on your lab report, you met only the basic standards set by your instructor.

You will not always earn the grades you want and you will not always score as well as you expect on every exam or term paper. Analyze what you could have done to improve a disappointing grade, and put this experience to work when you prepare for the next exam or write the next paper.

Don't Make Excuses

Studying is not easy; it requires time and conscious effort. Try not to create stress for yourself by avoiding study. Here are a few common excuses:

- I can't study tonight because I promised to drive my sister to the mall.
- I can't study for my physics test because the dorm is too noisy.

- I can't finish reading my psychology assignment because the chapter is boring.
- I didn't finish writing my essay because I spent too much time texting or on Facebook.

If you find yourself making excuses to avoid studying, step back and analyze the situation. Consider possible causes and solutions. For example, if the dorm really is too noisy to study, could you study at a different time or find a new place to study, such as the library or a local coffee house?

EXERCISE 1.1

Analyzing Study Situations

Directions *Analyze your past study performance by answering the following two questions honestly.*

1. What excuses have you used to avoid study?
2. Whom have you blamed when you did not study or did not earn the grade you expected?

Develop Essential, Marketable Skills

Many students enter college with a narrowly defined and often limiting academic self-image. They express their academic self-image with comments like these:

"I'm not good with math."

"I can't spell, and I'll never be a good writer."

"If I have to speak in front of a group, forget it."

Math Tip

Talk with your advisor about the mathematics courses required for any major you are considering. Some majors, such as psychology, require unexpectedly high proficiency in math and statistics.

Work on expanding and modifying your skills by taking courses to strengthen your weaknesses and to acquire basic competencies in a variety of areas. (If you are worried about grades, elect a pass-fail option.) For example, an elective course in public speaking will boost your confidence in your ability to present yourself effectively. Becoming

CRITICAL THINKING IN ACTION 1.1

TAKING CHARGE OF YOUR LEARNING AFTER EXAMS

Analyze the following case study; then answer the questions that follow.

A political science professor has just returned graded midterm exams to her class. One student looks at the grade on the first page, then flips through the remaining pages while commenting to a friend that the exam was "too picky." She files the exam away in her notebook. A second student reviews his exam for grading errors and finds one error. Immediately, he raises his hand and asks for an adjustment to his grade. The instructor seems annoyed and says she will not use class time to dispute individual grades. A third student reviews her exam to identify a pattern of error, and she notes topics and areas in which she is weak.

1. Compare the three students' responses to the situation.
2. What does each student's response reveal about his or her approach to learning?
3. What alternatives might have been more appropriate for the second student?

proficient in math is equally important; potential employers expect at least minimum competency with numbers. Build a marketable package of skills that will place you in a competitive position to land that all-important job after graduation.

EXERCISE 1.2

Examining Your Strengths and Weaknesses

Directions *Define your current strengths and weaknesses as a student. If you find that your strengths and weaknesses vary in different courses, make your list specific to each course you are taking. Chart a course of action to address each weakness.*

Build Academic Integrity

Academic integrity involves presenting yourself as a serious and honest student. Students with academic integrity do not cheat, and they avoid intentional and unintentional plagiarism.

Avoid Cheating

At many schools, the consequences of cheating are severe and immediate. Cheaters may fail the course automatically; they may even be asked to leave the school completely.

There are many forms of cheating. Obvious forms of cheating include sharing homework assignments or exchanging information with other students during exams. Less obvious forms of cheating include the following:

- Using unauthorized notes during an exam
- Changing exam answers after grading and requesting regrading
- Falsifying or making up results for a lab report
- Submitting the same paper twice for more than one course without instructor approval
- Not following rules on take-home exams
- Using someone else's work or ideas as if they are your own (plagiarism)

Here's a good piece of advice to follow: If you think you might be cheating, you probably are.

☑ Business Tip

Most business courses today discuss business and corporate integrity under the topic of "ethics." Good academic integrity is the equivalent of good academic ethics.

Avoid Plagiarism

Plagiarism means borrowing someone else's ideas or exact words without giving that person credit. Plagiarism is intellectually dishonest because those who plagiarize take someone else's ideas or wording and pass them off as their own. For example, if you take information on Frank Lloyd Wright's architecture from a reference source but do not indicate where you found it, you have plagiarized. If you take the six-word phrase "Martinez, the vengeful, despicable drug czar" from an online news article about the war on drugs, you have plagiarized.

Plagiarism can be intentional (planned) or unintentional (done by accident or oversight). If you buy a paper from an Internet site or deliberately copy and paste information you found on a Web site into your paper, your plagiarism is intentional. If you take notes from a source and copy the exact wording, forget to enclose the wording in quotation marks, and later use that exact wording in your paper, your plagiarism is unintentional, but just as serious. The academic penalties for both types of plagiarism are similar to those for cheating: a failing grade or academic dismissal.

☑ English Composition Tip

Most writer's handbooks contain a full set of guidelines for documenting your sources. Buy and keep a handbook (either print or online) to use throughout college and beyond.

As you write papers for college classes, you will probably use sources to locate the information you need. As you read and take notes (and, later, as you write the paper), you need to know the rules for indicating and listing the sources of your information.

To avoid plagiarism, use the following suggestions:

- When you take notes from a source, place anything you copy directly from the source in quotation marks.
- As you read and take notes, separate your ideas from ideas taken from sources so that you do not mistakenly present other people's ideas as your own. One way to do this is to use different colors of ink for each type of information; another is to use different sections of a notebook page or computer file for each type of information.
- Keep track of all sources you use, clearly indicating where each idea came from.
- When paraphrasing someone else's words, change as many words as possible and try not to follow the exact same organization or sentence structure. Write your paraphrase without looking at the original text so that you rephrase it in your own words. Give credit to the source of the idea.
- When writing your paper, use quotation marks to designate exact quotations.
- Use citations to indicate the source of quotations and all ideas and information that are not your own. A **citation** is a parenthetical notation referring to a complete listing of sources (Works Cited) at the end of the paper.
- Never copy and paste directly from a Web site into your paper without enclosing the words in quotation marks and identifying the source.

Avoid Cyberplagiarism

Cyberplagiarism involves borrowing information from the Internet without giving credit to the source. It is also called **cut-and-paste plagiarism**, referring to the ease with which a person can copy something from an Internet document and paste it into his or her own paper. Cyberplagiarism also refers to buying pre-written papers from a Web site and submitting them as one's own.

Instructors have access to Web sites that easily and quickly identify papers that have been shared or purchased, so most instructors can easily spot a paper that has been purchased on the Web. Other programs help instructors identify plagiarism in papers that students have written from scratch.

WHAT IS PLAGIARISM?

- **Plagiarism** is the use of another person's words without giving credit to that person.
- **Plagiarism** occurs when a writer uses another person's theory, opinion, or idea without indicating the source of the information.
- **Plagiarism** results when a writer does not place the exact words of another person inside quotation marks. Both the quotation marks and a citation (reference) to the original source are needed.
- Paraphrasing (rewording) another person's words without giving credit to the source is **plagiarism**.
- Using facts, data, graphs, charts, and so on without stating their source is **plagiarism**.
- Using commonly known facts or information is **not** plagiarism and you need not give a source for your information. For example, the fact that Neil Armstrong set foot on the moon in 1969 is widely known and does not require documentation.

EXERCISE 1.3

Recognizing Plagiarism

Directions *Read the following passage from* Sociology for the Twenty-First Century *by Tim Curry, Robert Jiobu, and Kent Schwirian. Place a check mark next to each statement that is an example of plagiarism from this passage.*

> **Mexican Americans.** Currently, Mexican Americans are the second-largest racial or ethnic minority in the United States, but by early in the next century they will be the largest group. Their numbers will swell as a result of continual immigration from Mexico and the relatively high Mexican birth rate. Mexican Americans are one of the oldest racial–ethnic groups in the United States. Under the terms of the treaty ending the Mexican-American War in 1848, Mexicans living in territories acquired by the United States could remain there and were to be treated as American citizens. Those that did stay became known as "Californios," "Tejanos," or "Hispanos."
>
> —Curry et al., *Sociology for the Twenty-First Century*, p. 207

_____ a. Mexican Americans are the second-largest minority in the United States. Their number grows as more people emigrate from Mexico.

_____ b. After the Mexican American War, those Mexicans living in territories owned by the U.S. became American citizens and were called "Californios," "Tejanos," and "Hispanos" (Curry, Jiobu, and Schwirian, p. 207).

_____ c. "Mexican Americans are one of the oldest racial–ethnic groups in the United States."

_____ d. The Mexican-American war ended in 1848.

CRITICAL THINKING IN ACTION 1.2

CHECKING YOUR ACADEMIC INTEGRITY

The following list identifies some common student behaviors. Check off those behaviors that would violate academic integrity. In groups of three or four students, compare your results with classmates'; discuss any items on which you disagree.

- Asking an upperclassman for help with a difficult course
- Getting a copy of a professor's exams from a fraternity house
- Buying a copy of the teacher's edition of a text and using it to find answers to homework assignments
- Visiting an instructor during office hours to get clarification on specific topics
- Using the Internet to conduct research
- Purchasing pre-written term papers from a fellow student
- Using a word processor's spell-check and grammar-check functions before handing in a paper
- Asking an instructor for a better grade because a higher grade is needed to remain on a college sports team
- Talking to students who have had a particular instructor in the past about strategies for doing well on assignments and group projects

Learning in College

2 Create a system for learning in college

In college, professors function as guides to the course. They define and explain what is to be learned, but *you* do the learning. Class time is far less than in high school; there is not enough time to provide numerous drills, practices, and reviews of factual course content. College class time is used primarily to introduce what is to be learned, to provoke thought, to discuss ideas, and to engage in collaborative learning. Instructors expect you to learn the material and to discuss it in class. Following are some suggestions to help you create a system for learning in college.

Become an Active Learner

A first-year student who had always thought of herself as a good student found herself getting low Cs or Ds on her first quizzes and exams. She was spending a lot of time studying but was not earning the grades she expected. After discussing the problem with her professors, she realized that her approach to learning was a **passive** one. She did what her instructors requested. She read what was assigned, completed assignments as required, and followed instructions carefully. To be more successful, she realized that she needed to develop a more active approach to learning. An **active** approach to learning means interacting with the material as you read it: asking questions, sorting out what is important to learn, and deciding how to learn it. Table 1.1 lists the characteristics of the two types of learners. As you read through the list, determine which type you are.

Why Become an Active Learner?

Think about the many types of learning you have experienced. How did you learn to ride a bike, cook a particular meal, or play baseball? In each case, you learned by doing, by active participation. While much of what you will learn in college is not as physical as riding a bike or playing baseball, it still can be learned best through active participation. Studying and thinking are forms of participation, as are making notes, taking part in class discussions, and reviewing chapters with a friend or classmate.

In a nutshell, active involvement is a key to effective learning. Throughout this text, you will learn strategies to promote active learning. Assess your active learning strategies by completing the questionnaire shown in Figure 1.1.

TABLE 1.1 Characteristics of Passive and Active Learners

	Passive Learners	Active Learners
Class lectures	Write down what the instructor says.	Decide what is important to write down.
Textbook assignments	Read.	Read, think, ask questions, and connect ideas.
Studying	Reread.	Make outlines and study sheets, predict exam questions, look for trends and patterns.
Writing class assignments	Carefully follow the professor's instructions.	Try to discover the significance of the assignment; look for the principles and concepts illustrated by the assignment.
Writing term papers	Do what is expected to get a good grade.	Try to expand their knowledge and experience with a topic and connect it to the course objectives or content.

FIGURE 1.1 Rate Your Active Learning Strategies

Respond to each of the following statements by checking "Always," "Sometimes," or "Never."
Each item that you marked as "Sometimes" or "Never" identifies a skill you need to improve to become a more active learner. Review the checklist; then gradually introduce the skills into your daily reading and study routine.

	Always	*Sometimes*	*Never*
1. I try to figure out *why* an assignment was given.	❑	❑	❑
2. While reading I am sorting important information.	❑	❑	❑
3. I think of questions as I read.	❑	❑	❑
4. I try to make connections between reading assignments and class lectures.	❑	❑	❑
5. I attempt to see how a newly assigned chapter in my textbook relates to previous reading assignments.	❑	❑	❑
6. I try to see how my instructor's class lectures fit together (relate to one another).	❑	❑	❑
7. I think about how the information I am reading can be used or applied.	❑	❑	❑
8. After writing a paper or completing an assignment, I think about what I learned from doing it.	❑	❑	❑
9. I review a returned exam to discover what types of questions I answered incorrectly.	❑	❑	❑
10. I react to and evaluate what I am reading.	❑	❑	❑

Tips for Active Learning

To be an active learner, you should be thinking about and reacting to the material in front of you. Here are some tips for engaging with the materials you are reading.

Ask questions about what you are reading. You will find that asking questions helps you focus your attention and improve your concentration.

Discover the purpose of assignments. For example, why might a sociology assignment require you to spend an hour at the monkey house of the local zoo?

Try to see how the assignment fits into the course. For instance, why does a section titled "Consumer Behavior" belong in a retailing textbook chapter titled "External Retail Restraints"?

Relate what you are learning to what you already know. Use your background knowledge and personal experience. Connect a law in physics with how your car's brakes work, for example.

EXERCISE 1.4

Analyzing Learning Tasks

Directions *Working in pairs, consider each of the following learning situations. List ways to make each an active learning task.*

1. Revising a paper for an English composition class
2. Reading an assignment in an online news magazine
3. Studying a diagram in a textbook chapter
4. Preparing a review schedule for an upcoming exam
5. Looking up synonyms in a thesaurus for a word for your sociology term paper
6. Reading the procedures in your chemistry lab manual for the next laboratory session

CRITICAL THINKING IN ACTION 1.3

THINKING CRITICALLY ABOUT COURSE CONTENT

To become an active learner, develop the habit of asking critical questions. **Critical questions** help you analyze and evaluate what and how you are learning. As you work through this text, you will learn to ask many critical questions. Here are a few to help you get started:

- Why was this material assigned?
- What am I supposed to learn from this assignment?
- How does this assignment relate to today's class lecture?
- What is the best way to learn this information?
- How will I know I have learned the material?
- What levels of thinking does this assignment or exam require?

Develop New Approaches to Learning

Because college courses focus on evaluation and synthesis, rather than the memorization of facts, college requires new attitudes and approaches toward learning.

Focus on Concepts, Not Facts

Each course you take will seem to have endless facts, statistics, dates, definitions, formulas, rules, and principles to learn. For this reason, it is tempting to become a robot learner—absorbing information from texts and lectures, and then spewing that information back on exams and quizzes. Actually, factual information is only a starting point, a base from which to approach the real content of a course. Most college instructors expect you to go beyond facts to analysis: to consider what the collection of facts and details *means*. In their first year, many students have difficulty seeing "the forest for the trees." They fail to see the larger, overriding concepts of their courses because they get caught up in specifics. Concerned with memorizing information, they fail to ask, "Why do I need to know this?" "Why is this important?" or "What principle or trend does this illustrate?" Here are a few examples of details from a course in American government and the more important trend, concept, or principle they represent:

Topic	Detail	Importance
Voting Rights Act of 1965	Federal registrars were sent to southern states to protect blacks' right to vote.	This was the beginning of equality in voter registration.
Supreme Court case: *Roe v. Wade*	Court ruling forbade state control over abortion in first trimester of pregnancy; permitted states to limit abortions to protect the mother's health in the second trimester; permitted states to protect fetus in the third trimester.	Established policy on abortions; opened questions of "right to privacy," "a woman's right to choose," and "right to life."