Reading and Learning: Getting Started

Focusing on . . . College Success

LEARNING GOALS

This chapter will show you how to

1. Understand what is expected in college
2. Build your concentration
3. Understand and analyze your learning style
4. Improve your comprehension
5. Read and think visually
6. Use writing to learn
7. Learn from and with other students

Your first semester of college is often the most difficult because you don't know what to expect. The classes you have selected are challenging, and your instructors are demanding. This chapter will help you discover how to learn most effectively and help you approach the reading and study demands of your courses successfully.

College is very different from any other type of educational experience. It is different from high school, job training programs, adult education, and technical training programs. New and different types of learning are demanded, and you need new skills and techniques to meet these demands.

UNDERSTAND WHAT IS EXPECTED IN COLLEGE

1 LEARNING GOAL
Understand what is expected in college

Following is a list of statements about college. Treat it like a quiz, if you wish. Decide whether each statement is true or false, and write *T* for true or *F* for false in the space provided. Each statement will make you think about the reading and study demands of college. Check your answers by reading the paragraph following each item. As you work through this quiz, you will find out a little about what is expected of you in college. You will see whether or not you have an accurate picture of what college work involves. You will also see how this text will help you to become a better, more successful student.

_____ 1. For every hour I spend in class, I should spend one hour studying outside of class.

Many students feel that even one hour for each class (or 15 hours per week for students carrying a 15 credit-hour load) is a lot. Actually, the rule of thumb used by many instructors is two hours of study for each class hour. So you can see that you are expected to do a great deal of reading, studying, and learning on your own time. The purpose of this text is to help you read and learn in the easiest and best way for you.

_____ 2. I should expect to read about 80 textbook pages per week in each of my courses.

A survey of freshman courses at one college indicated that the average course assignment was roughly 80 pages per week. This may seem like a lot of reading—and it is. You will need to build your reading skills to handle this task. To help you do this, techniques for understanding and remembering what you read, improving your concentration, and handling difficult reading assignments will be suggested throughout this text.

_____ 3. The more facts I memorize, the higher my exam grades will be.

Learning a large number of facts is no guarantee of a high grade in a course. Some instructors and the exams they give are concerned with your ability to see how facts and ideas fit together, or to evaluate ideas, make comparisons, and recognize trends. This text will help you to do all these things by

showing you how to read textbook chapters and organize and remember information.

_____ 4. There are a lot of words I do not know, but my vocabulary is about as good as it needs to be.

For each college course you take, there will be new words to learn. Some will be everyday words; others will be specialized or technical. This text will show you how to develop your vocabulary by learning new words, figuring out words you do not know, and using reference sources.

_____ 5. College instructors will tell me exactly what to learn for each exam.

College instructors seldom tell you exactly what to learn or review. They expect you to decide what is important and to learn that information. In this text you will learn how to identify what is important in sentences and paragraphs and how to follow authors' thought patterns.

_____ 6. College instructors expect me to react to, evaluate, and criticize what I read.

Beyond understanding the content of textbooks, articles, and essays, students need to be able to criticize and evaluate ideas. To help you read and think critically, this text will show you how to interpret what you read, find the author's purpose, and ask critical questions.

_____ 7. The only assignments that instructors give are readings in the textbook.

Instructors often assign readings in a variety of sources including periodicals, newspapers, reference and library books, and online sources. These readings are intended to add to the information presented in your text and by your instructor. The reading selections contained in this text will give you the opportunity to practice and apply your skills to readings taken from a variety of sources. These selections are similar to the outside readings your instructors will assign.

_____ 8. The best way to read a textbook assignment is to turn to the correct page, start reading, and continue until you reach the end of the assignment.

There are numerous things you can do before you read, while you read, and after you read that can improve your comprehension and retention. These techniques for improving

your comprehension and recall are presented throughout this text. For example, later in this chapter you will learn techniques for building your concentration. This text will also show you how to preview, think about what you will read, use questions to guide your reading, and strengthen comprehension and recall.

_____ 9. Rereading a textbook chapter is the best way to prepare for an exam on that chapter.

Rereading is actually one of the poorest ways to review. Besides, it is often dull and time-consuming. You will learn about six more-effective alternatives: *highlighting*, *marking*, *paraphrasing*, *outlining*, *mapping*, and *summarizing*.

_____ 10. You can never know whether you have understood a textbook reading assignment until you take an exam on the chapter.

As you read, it is possible and important to keep track of and evaluate your level of understanding. You will learn how to keep track of your comprehension, recognize comprehension signals, and strengthen your comprehension.

By analyzing the above statements and the correct responses, you can see that college is a lot of work, much of which you must do on your own. However, college is also a new, exciting experience that will acquaint you with fresh ideas and opportunities.

The opportunity of college lies ahead of you. The skills you are about to learn, along with plenty of hard work, will make your college experience a meaningful and valuable one.

BUILD YOUR CONCENTRATION

2 LEARNING GOAL
Build your concentration

Do you have difficulty concentrating? If so, you are like many other college students who say that lack of concentration is the main reason they cannot read or study effectively. Building concentration involves two steps: (1) controlling your surroundings, and (2) focusing your attention.

Controlling Your Surroundings

Poor concentration is often the result of distractions caused by the time and place you have chosen to study. Here are a few ideas to help you overcome poor concentration:

Controlling Distractions

1. **Choose a place to read where you will not be interrupted.** If people interrupt you at home or in the dormitory, try the campus library.

2. **Find a place that is relatively free of distractions and temptations.** Avoid places with outside noise, friends, a television set, or loud music.
3. **Silence your cell phone and ignore texts.** If left on, these will break your concentration and cost you time.
4. **Read in the same place each day.** Eventually you will get in the habit of reading there, and concentration will become easier, almost automatic.
5. **Do not read where you are too comfortable.** It is easy to lose concentration, become drowsy, or fall asleep when you are too relaxed.
6. **Choose a time of day when you are mentally alert.** Concentration is easier if you are not tired, hungry, or drowsy.

Focusing Your Attention

Even if you follow these suggestions, you may still find it difficult to become organized and stick with your reading. This takes self-discipline, but the following suggestions may help:

Strengthening Your Concentration

1. **Set goals and time limits for yourself.** Before you begin a reading assignment, decide how long it should take, and check to see that you stay on schedule. Before you start an evening of homework, write down what you plan to do and how long each assignment should take. Sample goals for an evening are shown in Figure 1.
2. **Choose and reserve blocks of time each day for reading and study.** Write down what you will study in each time block each day or evening. Working at the same time each day establishes a routine and makes focusing your attention a bit easier.
3. **Vary your reading.** For instance, instead of spending an entire evening on one subject, work for one hour on each of three subjects.
4. **Reward yourself for accomplishing things as planned.** Delay entertainment until after you have finished studying. Use such things as

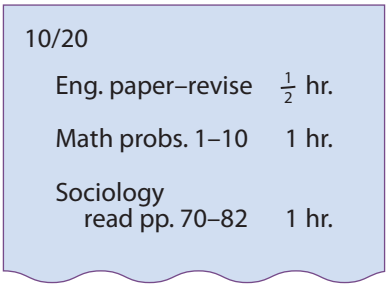


Figure 1 Goals and Time Limits

ordering a pizza, texting a friend, or watching a favorite TV program as rewards after you have completed several assignments.

5. **Plan frequent breaks.** Do this at sensible points in your reading—between chapters or after major chapter divisions.
6. **Keep physically as well as mentally active.** Try highlighting, underlining, or making summary notes as you read. These activities will focus your attention on the assignment.

EXERCISE 1 Analyzing Your Level of Concentration

Directions: Answer each of the following questions as honestly as you can. They will help you analyze problems with concentration. Discuss your answers with others in your class.

1. Where do you read and study? _____

   What interruptions, if any, occur there? Do you need to find a better place? If so, list a few alternatives.

   _____

   _____

2. How frequently do you respond to text messages? Do you ever turn your phone off while studying? _____

   _____

3. What is the best time of day for you to read? (If you do not know, experiment with different times until you begin to see a pattern.)

   _____

   _____

4. How long do you normally read without a break?

   _____

   _____

5. What type of distraction bothers you the most?

   _____

   _____

6. On average, how many different assignments do you work on in one evening?

   _____

   _____

7. What types of rewards might work for you?

_____

_____

EXERCISE 2

Identifying Distractions

Directions: As you read your next textbook assignment, either for this course or for another, be alert for distractions. Each time your mind wanders, try to identify the source of the distraction. List in the space provided the cause of each break in your concentration and a way to eliminate each, if possible.

_____

_____

_____

EXERCISE 3

Setting Goals

Directions: Before you begin your next study session, make a list in the space provided of what you intend to accomplish and how long you should spend on each task.

	Assignment	Time
1.	_____	_____
2.	_____	_____
3.	_____	_____

ANALYZE YOUR LEARNING STYLE

3 LEARNING GOAL
Understand and analyze your learning style

Not everyone learns in the same way. In fact, everyone has his or her own individual way of learning, which is called *learning style*. The following section contains a brief learning style questionnaire that will help you analyze how you learn and prepare an action plan for learning what you read.

Learning Style Questionnaire

Directions: Each item presents two choices. Select the alternative that best describes you. In cases in which neither choice suits you, select the one that is closer to your preference. Write the letter of your choice in the space provided.

Part One

_____ 1. I would prefer to follow a set of
   a. oral directions.
   b. print directions.

_____ 2. I would prefer to
   a. attend a lecture given by a famous psychologist.
   b. read an online article written by the psychologist.

_____ 3. When I am introduced to someone, it is easier for me to remember the person's
   a. name.
   b. face.

_____ 4. I find it easier to learn new information using
   a. language (words).
   b. images (pictures).

_____ 5. I prefer classes in which the instructor
   a. lectures and answers questions.
   b. uses PowerPoint illustrations and videos.

_____ 6. To follow current events, I would prefer to
   a. listen to the news on the radio.
   b. read the newspaper.

_____ 7. To learn how to repair a flat tire, I would prefer to
   a. listen to a friend's explanation.
   b. watch a demonstration.

Part Two

_____ 8. I prefer to
   a. work with facts and details.
   b. construct theories and ideas.

_____ 9. I would prefer a job involving
   a. following specific instructions.
   b. reading, writing, and analyzing.

_____ 10. I prefer to
   a. solve math problems using a formula.
   b. discover why the formula works.

_____ 11. I would prefer to write a term paper explaining
   a. how a process works.
   b. a theory.

_____ 12. I prefer tasks that require me to
a. follow careful, detailed instructions.
b. use reasoning and critical analysis.

_____ 13. For a criminal justice course, I would prefer to
a. discover how and when a law can be used.
b. learn how and why it became law.

_____ 14. To learn more about the operation of a robot, I would prefer to
a. work with several robots.
b. understand the principles on which they operate.

Part Three

_____ 15. To solve a math problem, I would prefer to
a. draw or visualize the problem.
b. study a sample problem and use it as a model.

_____ 16. To best remember something, I
a. create a mental picture.
b. write it down.

_____ 17. Assembling a bicycle from a diagram would be
a. easy.
b. challenging.

_____ 18. I prefer classes in which I
a. handle equipment or work with models.
b. participate in a class discussion.

_____ 19. To understand and remember how a machine works, I would
a. draw a diagram.
b. write notes.

_____ 20. I enjoy
a. drawing or working with my hands.
b. speaking, writing, and listening.

_____ 21. If I were trying to locate an office on an unfamiliar campus, I would prefer
a. a map.
b. print directions.

Part Four

_____ 22. For a grade in biology lab, I would prefer to
a. work with a lab partner.
b. work alone.

_____ 23. When faced with a difficult personal problem, I prefer to
a. discuss it with others.
b. resolve it myself.

_____ 24. Many instructors could improve their classes by
a. including more discussion and group activities.
b. allowing students to work on their own more frequently.

_____ 25. When listening to a lecturer or speaker, I respond more to the
a. person presenting the idea.
b. ideas themselves.

_____ 26. When on a team project, I prefer to
a. work with several team members.
b. divide the tasks and complete those assigned to me.

_____ 27. I prefer to shop and do errands
a. with friends.
b. by myself.

_____ 28. A job in a busy office is
a. more appealing than working alone.
b. less appealing than working alone.

Part Five

_____ 29. To make decisions, I rely on
a. my experiences and gut feelings.
b. facts and objective data.

_____ 30. To complete a task, I
a. can use whatever is available to get the job done.
b. must have everything I need at hand.

_____ 31. I prefer to express my ideas and feelings through
a. music, song, or poetry.
b. direct, concise language.

_____ 32. I prefer instructors who
a. allow students to be guided by their own interests.
b. make their expectations clear and explicit.

_____ 33. I tend to
a. challenge and question what I hear and read.
b. accept what I hear and read.

_____ 34. I prefer
a. essay exams.
b. objective exams.

_____ 35. In completing an assignment, I prefer to
a. figure out my own approach.
b. be told exactly what to do.

To score your questionnaire, record the total number of *a*'s you selected and the total number of *b*'s for each part of the questionnaire. Record your totals in the scoring grid on the next page.

Now, circle your higher score for each part of the questionnaire. The word below the score you circled indicates a strength of your learning style. The next section explains how to interpret your scores.

Interpreting Your Scores

The questionnaire was divided into five parts; each part identifies one aspect of your learning style. Each of these five aspects is explained below.

Part One: Auditory or Visual Learners This score indicates whether you learn better by listening (auditory) or by seeing (visual). If you have a higher auditory than visual score, you tend to be an auditory learner. That is, you tend to learn more easily by hearing than by reading. A higher visual score suggests strengths with visual modes of learning—reading, studying pictures, reading diagrams, and so forth.

Part Two: Applied or Conceptual Learners This score describes the types of learning tasks and learning situations you prefer and find easiest to handle. If you are an applied learner, you prefer tasks that involve real objects and situations. Practical, real-life examples are ideal for you. If you are a conceptual learner, you prefer to work with language and ideas; you do not need practical applications for understanding.

Part Three: Spatial or Verbal (Nonspatial) Learners This score reveals your ability to work with spatial relationships. Spatial learners are able to visualize or mentally see how things work or how they are positioned in space. Their strengths may include drawing, assembling, or repairing things. Verbal learners lack skills in positioning things in space. Instead they rely on verbal or language skills.

Scoring Grid

Parts	Choice A Total	Choice B Total
Part One	_____	_____
	Auditory	Visual
Part Two	_____	_____
	Applied	Conceptual
Part Three	_____	_____
	Spatial	Verbal
Part Four	_____	_____
	Social	Independent
Part Five	_____	_____
	Creative	Pragmatic

Part Four: Social or Independent Learners This score reveals whether you like to work alone or with others. If you are a social learner, you prefer to work with others—both classmates and instructors—closely and directly. You tend to be people oriented and enjoy personal interaction. If you are an independent learner, you prefer to work alone and study alone. You tend to be self-directed or self-motivated and are often goal oriented.

Part Five: Creative or Pragmatic Learners This score describes the approach you prefer to take toward learning tasks. Creative learners are imaginative and innovative. They prefer to learn through discovery or experimentation. They are comfortable taking risks and following hunches. Pragmatic learners are practical, logical, and systematic. They seek order and are comfortable following rules.

Evaluating Your Scores

If you disagree with any part of the learning style questionnaire, go with your own instincts rather than the questionnaire results. The questionnaire is just a quick assessment; trust your knowledge of yourself in areas of dispute.

Developing a Learning Action Plan

Now that you know more about *how* you learn, you are ready to develop an action plan for learning what you read. Suppose you discovered that you are an auditory learner. You still have to read your assignments, which is a visual task. However, to learn the assignment you should translate the material into an auditory form.

For example, you could repeat aloud, using your own words, information that you want to remember, or you could record key information and play it back. If you also are a social learner, you could work with a classmate, testing each other out loud, or you might form an online study group with several classmates.

Table 1 lists each aspect of learning style and offers suggestions for how to learn from a reading assignment.

TABLE 1 Learning Styles and Reading/Learning Strategies

If your learning style is . . .	Then the reading/learning strategies to use are . . .
Auditory	• discuss/study with friends • talk aloud when studying • record self-testing questions and answers
Visual	• draw diagrams, charts, tables • try to visualize events • use films and videos when available • use computer-assisted instruction or tutorials, if available
Applied	• think of practical situations to which learning applies • associate ideas with their application • use case studies, examples, and applications to cue your learning
Conceptual	• organize materials that lack order • use outlining • focus on organizational patterns
Spatial	• use mapping • use outlining • draw diagrams, make charts and sketches • use visualization
Verbal (Nonspatial)	• translate diagrams and drawings into language • record steps, processes, procedures in words • write summaries • write your interpretation next to textbook drawings, maps, graphics
Social	• form study groups, in person or online • find a study partner, in person or online • interact with your instructor • work with a tutor
Independent	• use computer-assisted instruction and your textbook's online resources • purchase review workbooks or study guides, if available

(Continued)

TABLE 1 Learning Styles and Reading/Learning Strategies

If your learning style is . . .	Then the reading/learning strategies to use are . . .
Creative	• ask and answer questions • record your own ideas in margins of textbooks
Pragmatic	• study in an organized environment • write lists of steps, procedures, and processes

To use Table 1, do the following:

1. **Circle the five aspects of your learning style in which you received the highest scores.** Disregard the others.
2. **Read through the suggestions that apply to you.**
3. **Place a check mark in front of suggestions that you think will work for you.** Choose at least one from each category.
4. **List the suggestions that you chose in the box labeled Action Plan for Learning below.**

In the Action Plan for Learning you listed five or more suggestions to help you learn what you read. The next step is to experiment with these techniques,

Action Plan for Learning

Learning Strategy 1 _____

_____

Learning Strategy 2 _____

_____

Learning Strategy 3 _____

_____

Learning Strategy 4 _____

_____

Learning Strategy 5 _____

_____

Learning Strategy 6 _____

_____

one at a time. Use one technique for a while, and then move to the next. Continue using the techniques that seem to work; work on revising or modifying those that do not. Do not hesitate to experiment with other techniques listed in the table as well. You may find other techniques that work well for you.

Developing Strategies to Overcome Limitations

You should also work on developing styles in which you are weak. Your learning style is not fixed or unchanging. You can improve areas in which you scored lower. Although you may be weak in auditory learning, for example, many of your professors will lecture and expect you to take notes. If you work on improving your listening and note-taking skills, you can learn to handle lectures effectively. Make a conscious effort to work on improving areas of weakness as well as taking advantage of your strengths.

EXERCISE 4 Evaluating Learning Strategies

Directions: Write a brief evaluation of each learning strategy you listed in your Action Plan for Learning. Explain which worked; which, if any, did not; and what changes you have noticed in your ability to learn from reading.

EXERCISE 5 Learning Styles I

Directions: Form several small groups (three to five students), each of which consists of people who are either predominantly visual learners or predominantly auditory learners. Each group should discuss and outline strategies for completing each of the following tasks:

- Task 1: reading a poem for a literature class
- Task 2: revising an essay for a writing class
- Task 3: reviewing an economics textbook chapter that contains numerous tables, charts, and graphs

Groups should report their findings to the class and discuss how visual and auditory learners' strategies differ.

EXERCISE 6 Learning Styles II

Directions: Form several small groups (three to five students), each of which consists of people who are either predominantly social learners or predominantly independent learners. Each group should discuss and outline strategies for completing each of the following tasks:

- Task 1: reading a sociology textbook chapter that contains end-of-chapter study and review questions

- Task 2: working on sample problems for a math class
- Task 3: reading a case study (a detailed description of a criminal case) for a criminal justice class

Groups should report their findings to the class and discuss how social and independent learners' strategies differ.

IMPROVE YOUR COMPREHENSION

4 LEARNING GOAL
Improve your comprehension

Understanding what you read is the key to success in most college courses. Use the following sections to assess when you are and are not understanding what you read and to take action when you find your comprehension is weak or incomplete.

Paying Attention to Comprehension Signals

Think for a moment about how you feel when you read material you can easily understand. Now compare that with what happens when you read something difficult and complicated. When you read easy material, does it seem that everything "clicks"? That is, do ideas seem to fit together and make sense? Is that "click" noticeably absent in difficult reading?

Read each of the following paragraphs. As you read, be aware of how well you understand each of them.

Paragraph 1

"Hooking up" is a term used to describe casual sexual activity with no strings attached between heterosexual college students who are strangers or brief acquaintances. When did people start to hook up? Although the term became common in the 1990s, its use with its modern meaning has been documented as early as the mid-1980s. Studies from the early 2000s show that hooking up was already a fairly common practice on U.S. campuses, practiced by as much as 40 percent of female college students. More recent studies have shed some light on the demographic and psychological correlatives of hooking up. In a 2007 study involving 832 college students, it emerged that hooking up is practiced less by African-American than Caucasian students. Hooking up is also associated with the use of alcohol and, interestingly, with higher parental income. Increased financial resources may give teens and young adults more opportunities to socialize and hook up.

—Kunz, *THINK Marriages and Families*, p. 83

Paragraph 2

Diluted earnings per share (EPS) are calculated under the assumption that all contingent securities that would have dilutive effects are converted and exercised and are therefore common stock. They are found by adjusting basic EPS for the impact of converting all convertibles and exercising all warrants and options that

would have dilutive effects on the firm's earnings. This approach treats as common stock all contingent securities. It is calculated by dividing earnings available for common stockholders (adjusted for interest and preferred stock dividends that would not be paid, given assumed conversion of all outstanding contingent securities that would have dilutive effects) by the number of shares of common stock that would be outstanding if all contingent securities that would have dilutive effects were converted and exercised.

—Gitman, *Principles of Managerial Finance*, p. 733

Did you feel comfortable and confident as you read Paragraph 1? Did ideas seem to lead from one to another and make sense? How did you feel while reading Paragraph 2? Most likely you sensed its difficulty and felt confused. Some words were unfamiliar, and you could not follow the flow of ideas.

As you read Paragraph 2, did you know that you were not understanding it? Did you feel lost and confused? Table 2 lists and compares some common signals that are useful in monitoring your comprehension. Not all signals

TABLE 2 Comprehension Signals

Positive Signals	Negative Signals
Everything seems to fit and make sense; ideas flow logically from one to another.	Some pieces do not seem to belong; the ideas do not fit together or make sense.
You are able to understand what the author is saying.	You feel as if you are struggling to stay with the author.
You can see where the author is leading.	You cannot think ahead or predict what will come next.
You are able to make connections among ideas.	You are unable to see how ideas connect.
You read at a regular, comfortable pace.	You often slow down or lose your place.
You understand why the material was assigned.	You do not know why the material was assigned and cannot explain why it is important.
You can understand the material after reading it once.	You need to reread sentences or paragraphs frequently.
You recognize most words or can figure them out from context.	Many words are unfamiliar.
You can express the key ideas in your own words.	You must reread and use the author's language to explain an idea.
You feel comfortable with the topic; you have some background knowledge.	The topic is unfamiliar; you know nothing about it.

appear at the same time, and not all signals work for everyone. As you study the list, identify those positive signals you sensed as you read Paragraph 1 on hooking up. Then identify those negative signals that you sensed when reading about diluted earnings per share.

Once you are able to recognize negative signals while reading, the next step is to take action to correct the problem. Specific techniques are given in the section "Working on Strengthening Your Comprehension."

EXERCISE 7 Monitoring Your Comprehension

Directions: Read the following excerpt from a geography textbook about environmental disturbance and disease. It is intended to be difficult, so do not be discouraged. As you read, monitor your comprehension. After reading, answer the questions that follow.

Human alteration of the environment can create breeding grounds for new viruses and increase the number of pathways viruses can take to new populations. As new human settlements put pressure on surrounding habitats, humans come into contact with unfamiliar species that may carry disease capable of jumping to human hosts. Settlers who clear forests often reduce the natural food sources used by forest mammals, which invade the new houses looking to eat. An outbreak of hantavirus occurred in the United States in 1993, when hungry rodents, driven into human settlements by rising waters, left droppings in Arizona kitchens. "Manmade malaria" occurs frequently around irrigation systems that contain large pools of standing water in open fields—ideal mosquito breeding grounds. Even simple deforestation at the edge of a city removes the canopy that normally reduces mosquito activity while leaving behind pock-marked land that fills with water. Dengue fever and Japanese encephalitis also spread through irrigation practices in mosquito habitats. Confined animal breeding, such as pig farms and poultry pens, is under intense scrutiny as the possible cauldron of recent viral outbreaks, including SARS and H1N1. Travel, of course, effectively introduces viruses and fresh hosts who may lack the locals' resistance, shuttling disease around the world. One of the worst scenarios for public health is a highly contagious infection entering the global air transportation network. Humans no longer benefit from relative isolation and the disease barrier of distance.

Large-scale environmental alteration is likely to change the opportunities for old and new diseases to appear. Climate change is increasing the portion of Earth that is hospitable to disease-carrying insects. Mosquitoes are already appearing at previously cooler higher latitudes and higher elevations. These changes may produce more infectious disease such as diarrhea. Climate change may also affect crop production leading to malnutrition, a health problem by itself, which also limits humans' ability to fight off infections. Heart and respiratory diseases

may increase due to increased ground-level ozone. Human environmental alteration may, on the other hand, eliminate a pathogen's habitat, eradicate the pathogen, and prevent future epidemics. For example, the completion of Egypt's Aswan Dam in 1971 destroyed the floodwater habitat of the *Aedes aegypti* mosquitoes, carriers of Rift Valley fever virus. By 1980, Rift Valley fever had virtually disappeared from Egypt, although the dam provided an aquatic environment that spread Schistosomiasis.

Because environmental changes are highly localized in their effects, it is impossible to make accurate predictions about what will happen where. Some regions may experience relative relief from some disease burdens but many regions will experience a shift to new, unfamiliar, disease. Vulnerable populations, especially those with weak health systems, will have a difficult time coping with these unanticipated changes.

—Dahlman, Renwick, and Bergman, *Introduction to Geography*, p. 175

1. How would you rate your overall comprehension? What positive signals did you sense? Did you feel any negative signals? _____

2. Test the accuracy of your rating in Question 1 by answering the following questions based on the material read.
   a. Explain how changing human settlements can cause disease. _____
   _____
   _____
   b. How does travel increase disease? _____
   _____
   c. In what ways does climate affect disease? _____
   _____
   _____
   _____
   d. Describe how changes to the environment caused by humans can reduce disease. _____
   _____

3. In which sections was your comprehension strongest? _____

4. Did you feel at any time that you had lost, or were about to lose, comprehension? If so, go back to that paragraph now. What made that paragraph difficult to read?
   _____

5. Underline any difficult words that interfered with your comprehension.
   _____

Working on Strengthening Your Comprehension

When you realize your comprehension is not as strong as needed, be sure to approach the reading task positively and take action right away.

Positive Approaches to Reading

1. **Stick with a reading assignment.** If an assignment is troublesome, experiment with different methods of completing it. Consider highlighting, outlining, testing yourself, preparing vocabulary cards, or drawing diagrams, for example.
2. **Plan on spending time.** Reading is not something you can rush through. The time you invest will pay off in increased comprehension.

TABLE 3 How to Improve Your Comprehension

Problems	Strategies
Your concentration is poor.	1. Take limited breaks. 2. Tackle difficult material when your mind is fresh and alert. 3. Choose an appropriate place to study. 4. Focus your attention.
Words are difficult or unfamiliar.	1. Use context and analyze word parts. 2. Skim through material before reading. Mark and look up meanings of difficult words. Jot meanings in the margin. 3. Refer to the vocabulary preview list, footnotes, or glossary.
Sentences are long or confusing.	1. Read aloud. 2. Locate the key idea(s). 3. Check difficult words. 4. Express each sentence in your own words.
Ideas are hard to understand, complicated.	1. Rephrase or explain each in your own words. 2. Make notes. 3. Locate a more basic text that explains ideas in simpler form. 4. Study with a classmate; discuss difficult ideas.
Ideas are new and unfamiliar; you have little or no knowledge about the topic, and the writer assumes you do.	1. Make sure you didn't miss or skip introductory information. 2. Get background information by referring to a. an earlier section or chapter in the book. b. an encyclopedia. c. a more basic text. d. a reliable online resource
The material seems disorganized or poorly organized.	1. Pay more attention to headings. 2. Read the summary, if available. 3. Try to discover organization by writing an outline or drawing a map as you read.
You do not know what is and is not important.	1. Preview. 2. Ask and answer guide questions. 3. Locate and underline topic sentences.

3. **Actively search for key ideas as you read.** Try to connect these ideas with what your instructor is discussing in class. Think of reading as a way of sifting and sorting out what you need to learn from the less important information.
4. **Think of reading as a way of unlocking the writer's message to you, the reader.** Look for clues about the writer's personality, attitudes, opinions, and beliefs. This will put you in touch with the writer as a person and help you understand his or her message.

Overcoming Incomplete Comprehension At times, you will realize that your comprehension is poor or incomplete. When this occurs, take immediate action. Identify as specifically as possible the cause of the problem. Do this by answering the question "Why is this not making sense?" Determine whether it is difficult words, complex ideas, organization, or your lack of concentration that is bothering you. Next, make changes in your reading to correct or compensate for the problem. Table 3 on the previous page lists common problems and offers strategies to correct them.

EXERCISE 8 Monitoring Your Comprehension

Directions: Read each of the following difficult paragraphs, monitoring your comprehension as you do so. After reading each passage, identify and describe any problems you experienced. Then indicate what strategies you would use to correct them.

A. How are motives identified? How are they measured? How do researchers know which motives are responsible for certain kinds of behavior? These are difficult questions to answer because motives are hypothetical constructs—that is, they cannot be seen or touched, handled, smelled, or otherwise tangibly observed. For this reason, no single measurement method can be considered a reliable index. Instead, researchers usually rely on a combination of research techniques to try to establish the presence and/or the strength of various motives. By combining a variety of research methods—including responses to questionnaires or surveys' data (i.e., self-reports of opinions and behaviors), and insights from focus group sessions and in-depth interviews (i.e., to discover underlying motives)—consumer researchers achieve more valid insights into consumer motivations than they would by using any one technique alone.

—Schiffman, Kanuk, and Wisenblit, *Consumer Behavior*, p. 106

Problem: _____

Strategies: _____

B. According to the **biological species concept**, a species is defined as a group of individuals that, in nature, can interbreed and produce fertile offspring but cannot reproduce with members of other species. In practice, this definition can be difficult to apply. For example, species that reproduce asexually (such as most bacteria) and species known only via fossils do not easily fit into this species concept. However, the biological species concept does help us understand why species are distinct from each other.

—Belk and Maier, *Biology*, p. 277

Problem: _____

Strategies: _____

C. A surprising use for elastomers is in paints and other coatings. The substance in a paint that hardens to form a continuous surface coating, often called the *binder*, or resin, is a polymer, usually an elastomer. Paint made with elastomers is resistant to cracking. Various kinds of polymers can be used as binders, depending on the specific qualities desired in the paint. Latex paints, which have polymer particles dispersed in water, and thus avoiding the use of organic solvents, are most common. Brushes and rollers are easily cleaned in soap and water. This replacement of the hazardous organic solvents historically used in paints with water is a good example of green chemistry.

—Hill, McCreary, and Kolb, *Chemistry for Changing Times*, p. 278

Problem: _____

Strategies: _____

LEARNING STYLE TIPS

If you are a(n) . . .	Then improve your comprehension by . . .
Auditory learner	Reading aloud
Visual learner	Visualizing paragraph organization
Applied learner	Thinking of real-life situations that illustrate ideas in the passage
Conceptual learner	Asking questions

EXERCISE 9

Analyzing Difficult Readings

Directions: Bring to class a difficult paragraph or brief excerpt. Working in groups, each student should read each piece, and then, together, members should (1) discuss why each piece was difficult and (2) compare the negative and positive signals they received while reading them (refer to Table 2). Each student should then select strategies to overcome the difficulties he or she experienced.

READ AND THINK VISUALLY

5 LEARNING GOAL
Read and think visually

Visuals are important in today's world, since Web sites, textbooks, television, and even academic journals contain more graphics than ever before. Visuals include graphics (such as charts, maps, and graphs) and photographs, as well as text that is made more visually appealing by using color, symbols, and design. You will see visuals in this chapter and in most full-length readings.

The Importance of Visuals

Authors use visuals because they can convey a lot of information in a small amount of space. Visuals are important for you because they are time-savers, allowing you to grasp main ideas, implied main ideas, and details very quickly. Because your brain stores visuals differently, they may be easier to retrieve, as well.

Reading and Analyzing Visuals

When reading any type of visual, be sure to do the following:

- **Read the title or caption.** Often the caption or title identifies its subject.
- **Read any accompanying text.** The corresponding text often explains what the author wants the reader to notice.
- **Identify its main point.** What is the visual trying to explain, show, or illustrate?
- **Identify its purpose.** Determine why it was included.

EXERCISE 10

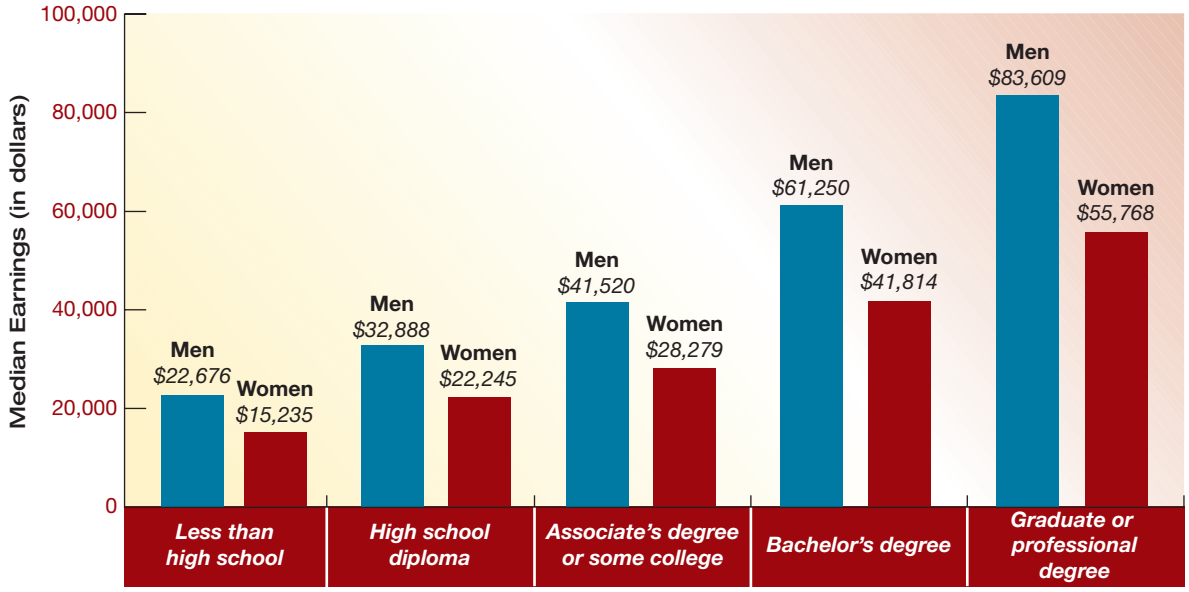
Examining a Visual

Directions: Look at the graphic from a sociology book on the next page, and answer the following questions:

1. What is the first thing you notice when you see this visual?
2. Without reading a single word in the graphic, what do you think it is going to be about?

3. By looking at the graphic, what do you think the textbook chapter in which it was included is about?
4. Carefully examine the graphic. About how many facts do you think are contained in this graphic? Is it more effective to see all of this information in a visual form than to read a long paragraph or textbook section listing all of these facts? Why or why not?
5. This graphic allows you to make numerous comparisons. List as many as you can find.

The Gender Income Gap by Level of Education in 2013



Source: U.S. Census Bureau, 2009–2013 5-Year American Community Survey

USE WRITING TO LEARN

6 LEARNING GOAL
Use writing to learn

Do you read with a pen or pencil in hand? Do you write notes in the margin of your textbook and take notes while your instructors lecture? If so, you have already discovered that writing is one of the best ways to learn. Taking notes as you read makes the process more active. The act of writing out key points and important vocabulary helps cement the information in your brain. It also develops your writing skills, which are valuable in all careers.

Working with Writing Exercises and Assignments

Some students don't like to write because they feel their command of grammar and spelling is not perfect. But grammar is easily learned, and reference

tools (such as dictionaries) can help you check your spelling. If you are using a computer program such as Word to write, you can use the program's spell-check and grammar-check features to help you analyze your mistakes and correct them.

Remember that good writing is as much about *ideas* as it is about grammar. Writing exercises and assignments are designed to help you work with information and think deeply about the material.

The following tips can help you approach writing exercises and assignments in the right frame of mind:

Tips for Doing Well on Writing Assignments

1. **Do the reading before working on the writing assignment.** Do not attempt to answer questions until you have completed the reading assignment!
2. **Take notes while reading.** Underline key points and take notes in the margin. Doing so will help you focus on the reading and retain the information.
3. **Read the writing assignment carefully.** Most writing assignments or questions ask for specific information. If you read the question too quickly, you may not provide the correct answer.
4. **Answer the question with specific information and examples.** The key to good writing is making a point and then supporting it with examples.
5. **Determine the correct length of the answer/response.** Students sometimes write everything they know instead of just the answer to the question. Not all answers require a paragraph or essay; sometimes one sentence is enough.
6. **In writing assignments, "Yes" or "No" is not a complete answer.** Some writing exercises will ask you a "yes or no" or "agree or disagree" question. It is important to include the *reasons* for your answer because the assignment is really asking you how you arrived at your opinion.
7. **Write complete sentences.** On most writing assignments and essay exams, it is important to write in complete sentences. Examine the question to determine when it is acceptable to provide a briefer answer. For example, fill-in-the-blank questions usually require you to write only key words or phrases, not whole sentences.

EXERCISE 11 Analyzing Exam Questions

Directions: For each of the essay exam/writing questions that follow, determine whether the best answer would be a single sentence, a paragraph, or a complete essay.

1. Define the term *monopoly* as it is used by economists. _____
2. Compare and contrast the work of William Thackeray and Charles Dickens, making specific reference to at least two books by each novelist. _____
3. Do you agree with the idea of decriminalizing marijuana use in the United States? Why or why not? _____
4. List four of Freud's defense mechanisms, providing a definition of each. _____
5. Provide a brief summary of the public reception to Pablo Picasso's famous painting *Guernica*. _____
6. What is the difference between fiction and nonfiction? _____

An Introduction to Summarizing

A **summary** is a brief review of the major idea(s) of something you have read. Its purpose is to record the reading's most important ideas in a condensed form.

Summarizing is an extremely valuable skill because it forces you to identify a reading's key points. It is quite helpful in many college writing situations, such as

- answering essay questions on exams
- reviewing a film
- recording the results of a lab experiment
- summarizing the plot (main events) of a short story

Understanding how to write a good summary requires an understanding of main ideas and details.

This chapter includes a summary writing exercise.

Here is a reading passage, followed by a sample summary.

On Visiting an Art Museum

It is a mistake to enter a museum with the belief that you should like everything you see—or even that you should see everything that is there. Without selective

viewing, the visitor to a large museum is likely to come down with a severe case of museum exhaustion.

It makes sense to approach an art museum the way a seasoned traveler approaches a city for a first visit: Find out what there is to see. In the museum, inquire about the schedule of special shows, then see those exhibitions and outstanding works that interest you.

If you are visiting without a specific exhibition in mind, follow your interests and instincts. Browsing can be highly rewarding. Zero in on what you feel are the highlights, savoring favorite works and unexpected discoveries.

Don't stay too long. Take breaks. Perhaps there is a garden or café in which you can pause for a rest. The quality of your experience is not measured by the amount of time you spend in the galleries or how many works you see. The most rewarding experiences can come from finding something that "speaks" to you, then sitting and enjoying it in leisurely contemplation.

—adapted from Frank, *Prebles' Artforms*, p. 100

Summary

When you are visiting an art museum, you should practice selective viewing. Find out what the museum has to offer. Decide what special exhibitions and outstanding works appeal to you. Follow your instincts and focus on the highlights. Don't stay too long, and take breaks. Find art that speaks to you and take time to enjoy it.

Note that the summary goes one step beyond recording what the writers say. It pulls together the writers' ideas by condensing and grouping them together.

EXERCISE 12 Writing a Summary

Directions: Read the passage, and then complete the summary that follows.

What can you do if you have trouble sleeping? Several techniques may help. Restrict your sleeping hours to the same nightly pattern. Avoid sleeping late in the morning, napping longer than an hour, or going to bed earlier than usual, all of which will throw off your schedule, creating even more sleep difficulties. Use your bed only for sleep (don't read or watch TV in bed). Avoid ingesting substances with stimulant properties. Don't smoke cigarettes or drink beverages with alcohol or caffeine in the evening. Alcohol may cause initial drowsiness, but it has a "rebound effect" that leaves many people wide awake in the middle of the night. Don't drink water close to bedtime; getting up to use the bathroom can lead to poor sleep. Consider meditation or progressive muscle relaxation. Either technique can be helpful, if used regularly.

—adapted from Kosslyn and Rosenberg, *Fundamentals of Psychology*, pp. 368–369

Summary

To get a good night's sleep, go to bed at the same _____ every night and get up at the same time every _____. Don't do anything in your bed except _____. Don't smoke or drink beverages with _____ or _____ in the evening, and don't drink _____ before bedtime. Try _____ or progressive muscle relaxation.

LEARN FROM AND WITH OTHER STUDENTS

7 LEARNING GOAL
Learn from and with other students

Many college assignments and activities involve working with a partner or small group of classmates. For example, a sociology professor might divide the class into groups and ask each group to brainstorm solutions to the economic or social problems of recent immigrants. Group presentations may be required in a business course, or groups in your American history class might be asked to research and present a topic.

The Value of Working with Classmates

Group, or **collaborative**, projects are designed to help students learn from one another. Consider the benefits of group projects:

- They help you meet other students.
- They allow you to develop your thinking processes by evaluating the contributions of the group's members.
- They take advantage of your strengths while helping you compensate for your weaknesses. For example, if you are not good with numbers, you can ask one of your group members for help.
- They bring a variety of perspectives to the task. Multiple perspectives provide a deeper, richer understanding of the course content.
- They encourage you to develop interpersonal communication skills that will be valuable in your chosen career.
- They can motivate you to study and stay focused.
- They can lower your workload on a given project.
- They can help you prepare for exams.

In short, group projects are excellent learning opportunities. Throughout this text you will notice that some exercises are labeled "Working Together." These are intended to give you experience working with classmates. Look for this icon:

Tips for Working with Classmates

Some students are reluctant to work in groups. They are shy, or they dislike having their grade depend on the performance of others. Use the following suggestions to help your group function effectively.

How to Work Effectively as a Group

1. **Select alert, energetic classmates** if you are permitted to choose group members.
2. **Create a roster of group members with all contact information** (phone, e-mail, etc.). Get to know your group members. It is always easier to work together when you know something about your collaborators.
3. **Approach each activity seriously.** Save joking and socializing until the group work has been completed.
4. **Be an active, responsible participant.** Accept your share of the work and ask others to do the same.
5. **Choose a leader who will keep the group focused.** The leader should direct the group in analyzing the assignment, organizing a plan of action, distributing the assignments, and establishing deadlines.
6. **Take advantage of individual strengths.** For instance, a person who has strong organizational skills might be assigned the task of recording the group's findings. A person with strong communication skills might be chosen to present group results to the class.
7. **Treat others as you would like to be treated.** Offer praise when it is deserved. Listen to others, but be willing to disagree with them if doing so is in the group's best interests.
8. **If the group is not functioning effectively or if one or more members are not doing their share, take action quickly.** Table 4 on the next page lists a few common complaints about working with others in groups and possible solutions for each.

TABLE 4 Improving Group Dynamics

If a Group Member . . .	You Might Want to Say . . .
Hasn't begun the work he or she has been assigned	"You've been given a difficult part of the project. How can we help you get started?"
Complains about the workload	"We all seem to have the same amount of work to do. Is there some way we might lessen your workload?"
Seems confused about the assignment	"This is an especially complicated assignment. Would it be useful to summarize each member's job?"
Is uncommunicative and doesn't share information	"Since we are all working from different angles, let's each make an outline of what we've done so far, so we can plan how to proceed from here."
Misses meetings	"To ensure that we all meet regularly, would it be helpful if I texted everyone the night before to confirm the day and time?"
Seems to be making you or other members do all the work	Make up a chart before the meeting with each member's responsibilities. Give each member a copy and ask, "Is there any part of your assignment that you have questions or concerns about? Would anyone like to change his or her completion date?" Be sure to get an answer from each member.

EXERCISE 13 Analyzing a Group Project

Directions: Imagine that your psychology instructor has assigned a group project on the elderly in America. You must choose two classmates to be part of your group. The project has three components: (1) Read a chapter from the textbook and prepare a brief, written overview of the problems facing the elderly, (2) Interview three people over age 80 and provide transcripts of those interviews, and (3) Prepare a multimedia presentation of photographs, music, and video to accompany your presentation.

1. Which of these three tasks best suits you? Which task suits you least?

2. Take a show of hands. Ask students who are interested in component 1 to raise their hands: then do the same for components 2 and 3. Based on the results, everyone in class should choose two teammates.

3. With your teammates, discuss why you have chosen your specific activity. Did your choice have anything to do with your learning style(s)? Why did you *not* choose the other two activities?

SELF-TEST SUMMARY

1 What is expected of you in college?	You are expected to take control of your learning by reading and studying effectively and efficiently.
2 What can you do to build your concentration?	Building concentration involves two steps: 1. Control your surroundings by wisely choosing your time and place of study and avoiding distractions. 2. Focus your attention on the assignment by setting goals and rewarding yourself for achieving them by working in planned, small time blocks with frequent breaks, and by getting actively involved in the assignment.
3 What is learning style and how can knowing your learning style make you a better student?	Learning style refers to your profile of relative strengths as a learner. Its five components are 1. auditory or visual learner 2. applied or conceptual learner 3. spatial or verbal learner 4. social or independent learner 5. creative or pragmatic learner Discovering what type of learner you are can help you determine what strategies work best for you in reading and studying. It will also help you to recognize your limitations so that you can work on overcoming them.
4 How can you monitor and strengthen your comprehension?	Pay attention to whether you sense positive or negative signals while reading. If you sense poor or incomplete comprehension, take immediate action to identify the source of the problem. Determine whether lack of concentration, difficult words, complex ideas, or confusing organization is causing the problem.
5 What steps should you take when reading a visual?	First read the title. Next, read any text that accompanies it, which may explain it. Identify the main point of the visual and identify its purpose.

(Continued)

6 What is the purpose of writing a summary when learning new material?	Writing a summary allows you to record the reading's most important ideas in a condensed form, so you will be able to remember them.
7 What are the benefits of working in groups?	Working in groups can • help you meet fellow students • develop your thinking processes by evaluating contributions from the group • bolster your strengths and compensate for your weaknesses. • offer multiple perspectives • develop interpersonal skills • keep you focused • reduce your workload

GOING ONLINE

1. Learning Styles Questionnaires

Do an Internet search to locate several other learning style questionnaires. Choose one and complete it. Compare your results with those from the assessment in this text. How do online tests differ from those on paper? Which do you prefer? Is your answer a result of your learning style?

2. Exploring Campus Resources

Visit your college's Web site and look for the page titled "Student Life" or "Student Resources." What types of services does your college offer to students? Which of these might help you with your studies and with juggling the demands of school, work, and family?

3. Managing Your Time

Some students like to keep track of their schedules in a paper notebook, while others prefer electronic apps. Conduct a Web search for "time management apps" and download one of your choice. Use it for a week and prepare a report listing its features and benefits. How might it be improved? Would you recommend this app or not? Why? Share your thoughts with the class.

4. Using Collaborative Online Tools

The Web offers many free applications that allow online collaboration. (Some collaboration applications may also be found on the home page of online courses.) Conduct a Web search for applications that can help you collaborate with your classmates. Which of these seem to be the most useful? Share your recommendations with the class.

MASTERY TEST 1 Reading Selection

Assessment Reading Selection

This reading and the questions that follow are intended to help you assess your current level of skill. Read the article and then answer the questions that measure your comprehension. You may refer back to the reading in order to answer them.

The Allure of Disaster

Eric G. Wilson

In this article, which originally appeared in *Psychology Today*, the author discusses why we are drawn to disasters.

Vocabulary Preview

unbridgeable (par. 1) impossible to cross or span
unaccountably (par. 2) without explanation
morbid (par. 6) gruesome
sordid (par. 6) distasteful
macabre (par. 7) suggesting death and decay
propensity (par. 7) tendency, inclination
foments (par. 9) promotes
coalesced (par. 14) began to form

1 STOP STARING. I bet you heard this more than once growing up. This command, after all, marks the unbridgeable gap between the impulsiveness of the child, who gawks at whatever seizes his attention, and the adult's social awareness, based on a fear of giving offense.

2 The auto mechanic has a huge mole on his nose. There's a woman crying unaccountably in the supermarket aisle. The little boy looks and looks, while the mother pulls him away, scolding all the while.

3 Most children eventually get the point and quit their gaping. For good reason: Although we're tempted to gaze at the car wreck on the side of the highway, suffering is involved.

4 But let's be honest. We're running late for work. We hit a traffic jam. We creep angrily ahead, inch by inch, until we finally see the source of the slowdown: an accident. As we near the scene, we realize that the highway's been cleared. The dented cars are on the shoulder. This is just an onlooker delay, rubberneckers braking to stare.

5 We silently judge all those seekers of sick thrills—for making us late, for exploiting the misfortune of others. Surely we won't look, we tell ourselves as we pull beside the crash. Then it comes: the need to stare, like a tickle in the throat before a cough or the awful urge to sneeze. We hold it back until the last minute, then gawk for all we're worth, enjoying the experience all the more because it's frowned upon.

6 Why do we do this? Our list of morbid fascinations is longer than we'd like to admit, including disaster footage on the TV news, documentaries featuring animal attacks, sordid reality shows, funny falls on YouTube, celebrity scandals, violent movies and television shows, gruesome video games, mixed martial arts, *TMZ*, *Gawker*, and the lives of serial killers.

7 Everyone loves a good train wreck. We are enamored of ruin. Our secret and ecstatic wish: Let it all fall down. Why? Does this macabre propensity merely reflect humanity's most lurid tendencies? Or might this grimmer side produce unexpected virtues?

8 In *Killing Monsters: Why Children Need Fantasy, Superheroes and Make-Believe Violence*, Gerard Jones argues that children can benefit from exposure to fictional violence because it makes them feel powerful in a "scary, uncontrollable world." The child's fascination with mayhem has less to do with the fighting and more to do with how the action makes her feel. Children like to feel strong. Those committing violence are strong. By pretending to be these violent figures, children take on their strength and with it negotiate daily dangers.

9 Carl Jung made a similar argument for adults. He maintained that our mental health depends on our shadow, that part of our psyche that harbors our darkest energies, such as murderousness. The more we repress the morbid, the more it foments neuroses or psychoses. To achieve wholeness, we must acknowledge our most demonic inclinations.

10 Yes, I took pleasure in my enemy's tumble from grace. No, I couldn't stop watching 9/11 footage. Once we welcome these unseemly admissions as integral portions of our being, the devils turn into angels. Luke owns the Vader within, offers affection to the actual villain; off comes the scary mask, and there stands a father, loving and in need of love.

11 The gruesome brings out the generous: a strange notion. But think of the empathy that can arise from witnessing death or destruction. This emotion—possibly the grounding of all morals—is rare, but it frequently arises when we are genuinely curious about dreadful occurrences.

12 Renaissance scholars kept skulls on their desks to remind them how precious this life is. John Keats believed that the real rose, because it is dying, exudes more beauty than the porcelain one.

13 In the summer of 2010, I visited the National September 11th Memorial Museum in New York City. Photographs of the tragedy and its aftermath covered the walls. On a portable audio player, I listened to commentaries on each. After an hour of taking in the devastation, raw with sadness and wanting nothing more than to return to my wife and daughter, I stood before a picture of a clergyman praying in an eerie gray haze.

14 The man in the photo was blessing the rescue workers before their day's hellish efforts. They kneeled amidst the fog-covered wreckage, heads bowed. I hit the play button. The commentator spoke. As the search for bodies lengthened and grief and fatigue worsened; as hopes coalesced only to be immediately crushed; as firemen, bonded by their labor, grew close; as those who had lost their children and their parents, their wives and their husbands, realized the depth of their affection—as all of this was transpiring—this horrific terrain had turned into "holy ground."

15 At that moment, I understood the terrible logic of suffering: When we agonize over what has cruelly been taken from us, we love it more, and know it better, than when we were near it. Affliction can reveal what is most sacred in our lives, essential to our joy. Water, Emily Dickinson writes, is "taught by thirst."

16 Staring at macabre occurrences can lead to mere insensitivity—gawking for a cheap thrill—or it can result in stunned trauma, muteness before the horror. But in between these two extremes, morbid curiosity can sometimes inspire us to imagine ways to transform life's necessary darkness into luminous vision. Go ahead. Stare. Take a picture. It will last longer.

Mastery Test Skills Check

Checking Your Comprehension

_____ 1. The main point of this selection is that
- a. terrible events can help make us better people.
- b. children control their emotions better than adults.
- c. clergy can explain disasters to people.
- d. people should not look at car wrecks.

_____ 2. According to the author, adults enjoying gawking because they know
- a. it sets a bad example for children.
- b. they shouldn't.
- c. they will have nightmares.
- d. it distracts the police.

_____ 3. When we come upon a car accident, the author says we
- a. fear for our safety.
- b. look away.
- c. can't help but look.
- d. worry about the people in the crash.

____ 4. The word *enamored* (par. 7) means
   a. compared.
   b. fascinated.
   c. puzzled.
   d. comforted.

____ 5. Gerard Jones says children benefit from exposure to fictional violence because it
   a. helps them feel powerful in an uncontrollable world.
   b. teaches them what not to do.
   c. allows them to break the rules.
   d. shows them there are good people nearby.

____ 6. Carl Jung believed that to achieve wholeness we must
   a. spend years praying.
   b. reject our morbid thoughts.
   c. pretend there is no evil.
   d. acknowledge our dark side.

____ 7. Renaissance scholars keep skulls on their desks to remind themselves
   a. that the brain is the most important organ.
   b. of how precious life is.
   c. that we are all alike.
   d. of the past.

____ 8. The photo the author saw at the 9/11 memorial depicted
   a. a clergyman praying.
   b. medics helping people.
   c. what the towers looked like before they fell.
   d. plans for the new tower.

____ 9. The word *portable* in paragraph 13 means
   a. numbered carefully.
   b. repaired quickly.
   c. carried by hand.
   d. invented long ago.

____ 10. The main point of paragraph 14 is that
   a. a horrific event changed how people thought and felt.
   b. the rescue workers were successful.
   c. the clergyman had given up hope.
   d. disasters make us lose faith.

For more practice, ask your instructor for an opportunity to work on the mastery tests that appear in the Test Bank.

Credits

Credits are listed in order of appearance.

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TEXT CREDITS

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An Overview of College Textbook Reading

Focusing on . . . College Textbooks

LEARNING GOALS

This chapter will show you how to

1. Use textbooks as learning tools
2. Preview and activate background knowledge before reading
3. Develop questions to guide your reading
4. Read for meaning and test your recall as you read
5. Read to understand graphics and visual aids
6. Review after reading
7. Use the SQ3R system

The visual shows stacks of textbooks used in an introductory economics course. Most introductory college textbook chapters include a list of learning objectives, a photograph, an introduction to what you will learn in the chapter, and a link to an online study lab. In this chapter you will learn how to get the most out of your textbooks.

College economics texts are filled with detailed information to help students gain a better understanding of the economy around them. If this were your textbook for your economics course, how would you read this chapter? How would you know what to learn? How would you go about learning it all?

This chapter is designed to help you answer these questions. It will show you what features textbook chapters commonly contain to help you learn. It will explain what to do before you read, while you read, and after you read. These before, during, and after strategies lead to a tested and proven reading method—the SQ3R system.

TEXTBOOKS AS LEARNING TOOLS

1 LEARNING GOAL
Use textbooks as learning tools

While textbooks may seem to be long and impersonal, they are actually carefully crafted teaching and learning systems. They are designed to work with your instructor's lecture to provide you with reliable and accurate information and to help you practice your skills.

Why Buy and Study Textbooks?

Did you know the following?

- **Nearly all textbook authors are college teachers.** They work with students daily and understand students' needs.
- **Along with your instructor, your textbook is the single best source of information for the subject you are studying.**
- **The average textbook costs only about $10–15 a week.** For the price of a movie ticket, you are getting a complete learning system that includes not only a textbook but also a companion Web site, online course management system, and other study materials.
- **Your textbook can be a valuable reference tool in your profession.** For example, many nursing majors keep their textbooks and refer to them often when they begin their career.

Textbooks are an investment in your education and in your future. A textbook is your ally—your partner in learning.

Using Textbook Organization to Your Advantage

Have you ever walked into an unfamiliar supermarket and felt lost? How did you finally find what you needed? Most likely, you looked for the signs hanging over the aisles indicating the types of products shelved in each section. Walking along the aisle, you no doubt found that similar products were

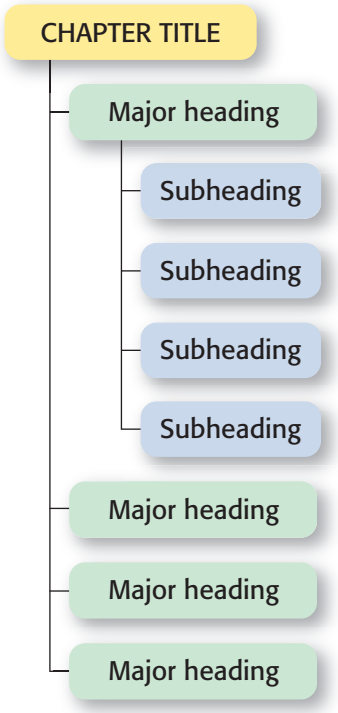
grouped together. For example, all the cereal was in one place, all the meat was in another, and so forth.

You can easily feel lost or intimidated when beginning to read a textbook chapter, too. It may seem like a huge collection of unrelated facts, ideas, and numbers that have to be memorized. Actually, a textbook chapter is much like a supermarket. It, too, has signs that identify what is located in each section. These signs are the major **headings** that divide the chapter into topics. Underneath each heading, similar ideas are grouped together, just as similar products are grouped together in a supermarket aisle. In most cases, several paragraphs come under each heading.

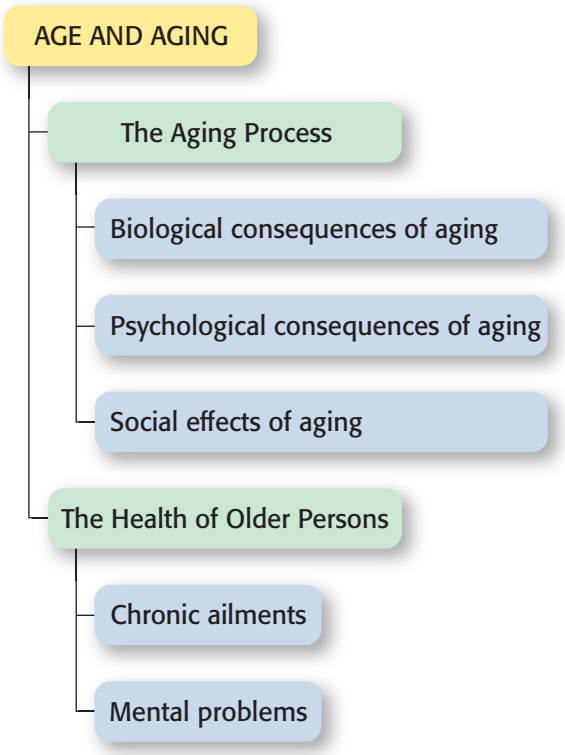
Sometimes headings are further divided into **subheadings** (usually set in smaller type than the main heading, indented, or set in a different color). Using headings and subheadings, chapters take a major idea, break it into its important parts, and then break those parts into smaller parts, so you can learn the material one step a time.

A typical textbook chapter might have an organization that looks like the below diagram.

Notice that this diagram shows a chapter divided into four major headings, and the first major heading is divided into four subheadings. The number of major headings and subheadings will vary from chapter to chapter in a book.



Once you know how a chapter is organized, you will see how ideas are connected. Look at the following partial list of headings and subheadings from a chapter of a sociology textbook.



In this chapter on age and aging, "The Aging Process" and "The Health of Older Persons" are the first two major topics. The topic "The Aging Process" is broken into three parts: biological consequences, psychological consequences, and social effects. "The Health of Older Persons" is divided into two parts: chronic ailments and mental problems.

The titles and headings, taken together, form a brief outline of a chapter. These headings can help you create an outline of the complete chapter. For now, think of headings as guides that direct you through a chapter one step at a time.

EXERCISE 1 Analyzing Chapter Organization

Directions: Draw a diagram of headings and subheadings for this chapter of *Guide to College Reading*.

EXERCISE 2

Drawing an Organizational Diagram

Directions: Choose a textbook that you are using for another course. Select a chapter you have already read. On a separate sheet of paper, draw an organizational diagram of its contents. Use the diagram at the beginning of this section as a guide.

Textbook Learning Aids and How to Use Them

Textbooks contain numerous features to help you learn. Features vary from book to book and from discipline to discipline, but most textbooks contain the following:

Preface The preface is the author's introduction to the text. It presents information you should know before you begin reading Chapter 1. It may contain such information as

- why and for whom the author wrote the text
- how the text is organized
- the purpose of the text
- references and authorities consulted
- major points of emphasis
- learning aids included and how to use them
- special features of the text
- new materials included since the book's last update

The last point is particularly important. Knowledge is not static; it is ever-changing. Textbooks must include this new information, as well as new *perspectives*, or ways of looking at the subject. As an example, for many years most of the art shown in art history textbooks was created by male artists. In the last couple of decades, however, art history textbooks have included more works by female artists.

To the Student Some textbooks contain a section titled "To the Student." This section is written specifically for you. It contains practical information about the text. It may, for example, explain textbook features and how to use them, or it may offer suggestions for learning and studying the text.

EXERCISE 3

Analyzing a Preface

Directions: Use the preface to *Guide to College Reading* to answer the following questions.

1. Look at the book's content overview. In what part of the book are vocabulary skills discussed? _____ Which part of the book is devoted to developing your critical reading skills? _____

2. Name three special features of *Guide to College Reading* that are designed to enhance the text's effectiveness. (*Hint*: Look for the heading titled "Special Features.")

_____

_____

EXERCISE 4 Analyzing "To the Student"

Directions: Read the "To the Student" section in a textbook from one of your other courses and answer the following questions.

1. What is the purpose of the text?

_____

_____

2. How is the textbook organized?

_____

_____

3. What learning aids does the book contain? How useful have you found them?

_____

_____

Table of Contents The **table of contents** is an outline of a text found at the beginning of the book. It lists all the important topics and subtopics covered. Glancing through a table of contents will give you an overview of a text and suggest its organization.

Before beginning to read a chapter, refer to the table of contents. Although chapters are intended to be separate parts of a book, it is important to see how they fit together as parts of the whole—the textbook itself.

The table of contents can be a useful study aid when preparing for exams. To review the material on which you will be tested, read through the table of contents listings for chapters covered on the exam. This review will give you a sense of which topics you are already familiar with and which topics you have yet to learn about.

EXERCISE 5 Analyzing the Table of Contents

Directions: Use the table of contents for this text to answer the following questions.

1. This text includes not only a *detailed* table of contents but also a *brief* table of contents. What is the difference between the two?

2. What value do you see in the brief table of contents?

3. In which chapter will you learn about topics and main ideas?

4. Name two of the writers whose work is represented in the Contemporary Issues Mini-Reader.

Opening Chapter The first chapter of a textbook sets the stage for what is to follow. More important, it defines the discipline, explains basic principles, and introduces terminology that will be used throughout the text.

Typically, you can expect to find as many as 20 to 50 new words introduced and defined in the first chapter. These words are the language of the course, so to speak. To be successful in any new subject area, you must learn to read and speak its language.

EXERCISE 6 Analyzing the First Chapter

Directions: Refer to the first chapter of of *Guide to College Reading.* List at least two techniques or features the author uses to get students involved with and interested in the material.

Typographical AIDS Textbooks contain various **typographical aids** (arrangements or types of print) that make it easy to pick out what is important to learn and remember. These include the following:

1. **Different types of font.** Italic type (*slanted print*) and boldfaced type (**dark print**) are often used to call attention to a particular word or phrase.

   The term *drive* is used to refer to internal conditions that force an individual to work toward some goal.

   Note: Colored print is sometimes used to emphasize important ideas or definitions.

2. **Enumeration. Enumeration** refers to the numbering or lettering of facts and ideas within a paragraph. It is used to emphasize key ideas and make them easy to locate.

   Consumer behavior and the buying process involve five mental states: (1) awareness of the product, (2) interest in acquiring it, (3) desire or perceived need, (4) action, and (5) reaction or evaluation of the product.

3. **Listing. Bulleted lists** and **numbered lists** provide important information in a list format. (A bullet looks like this: •).These lists are typically indented, which makes them easy to find as you read and review the chapter.

   Sigmund Freud defined three parts of the human psyche:
   1. Id
   2. Ego
   3. Superego

   The U.S. criminal justice system offers four alternatives to traditional bail:
   - Release on recognizance
   - Unsecured bond
   - Signature bond
   - Conditional release

EXERCISE 7 Evaluating Typographical Aids

Directions: Bring a textbook from one of your other courses to class. With a partner or in a small group, point out the typographical aids used in the book. Discuss how each can help you learn.

Chapter Exercises and Questions Exercises and questions fall into several categories.

1. *Review questions* **cover the factual content of the chapter.**
   - **In-chapter review questions appear at the end of a major section.** They allow you to test your mastery of the material before you move on to the next section.
   - **End-of-chapter review questions appear at the end of the chapter.** They test your comprehension of the entire chapter.

   Here is an example of a review question from a marketing textbook:

   - List some product characteristics that are of concern to marketers.

2. *Discussion questions* **deal with interpretations of content.** These are often meant to be jumping-off points for discussion in the classroom or with other students. Here is an example of a discussion question from a marketing textbook:

   - What do you think is the future of generic products?

3. *Application questions* **ask you to apply your knowledge to the world around you or to a real-life situation.** Many students like these questions because they help prepare them for their chosen career. Here is a sample application question:

   - How would you go about developing a brand name for a new type of soft drink?

4. *Critical-thinking questions* **ask you to think deeply about a topic or issue.** These questions require close attention and are often asked on exams. Here is a sample critical-thinking question:

   - How is advertising good for society? How is it bad for society?

5. ***Problem questions*** **are usually mathematical in nature.** You are given an equation to solve, or you are given a problem in words and asked to use mathematical concepts to find the solution. Working with problems is one of the most important parts of any math, science, or technical course. Here is a sample problem:

   - If a microwave oven costs the retailer $325 and the markup is 35%, find the selling price of the microwave.

Boxes and Case Studies Many textbooks include boxed inserts or case studies that are set off from the text. Generally, these "boxes" contain interesting information or extended examples to illustrate text concepts. Boxes are sometimes a key to what the author considers important. For example, a business textbook may contain boxes in each chapter about green (environmentally friendly) business practices. From the presence of these boxes, you can assume that the author is interested in how business practices can be changed to help preserve the environment.

Case studies usually follow the life history of a person, or the business practices of a particular company. These are valuable applications of the textbook concepts to the real world.

Vocabulary Lists Textbooks usually contain a list of new terms introduced in each chapter. This list may appear at the beginning or end of the chapter. Sometimes they include page numbers that identify where the term is defined.

Regardless of where they appear, vocabulary lists are a valuable study aid. Here is a sample vocabulary list (sometimes called a **key terms list**) from a financial management textbook:

Key Terms

assets	liabilities
budget	money market fund

Notice that the author identifies the terms but does not define them. In such cases, mark the new terms as you come across them in the chapter. (The key terms are often printed in boldfaced type, so pay close attention whenever you see boldface.) After you have finished the chapter, review each marked item and its definition. To learn the terms, use an index card system.

EXERCISE 8 Creating a List of Key Terms

Directions: If a textbook does not contain a key terms list, you should make one of your own for each chapter. Using boldfaced terms as your guide, create a key terms list for this chapter of *Guide to College Reading*.

Chapter Summary In most textbooks, each chapter ends with a **chapter summary** that reviews all the chapter's key points. While the summary is sometimes in paragraph form, it is more often formatted as a numbered list. If you are having difficulty extracting the main points from the chapter, the summary is an excellent resource.

This text features a "Self-Test Summary" at the end of each chapter. For an example, see the one in this chapter. Note how the summary is provided in a question-and-answer format to help you quiz yourself on the concepts (which correspond to the learning goals at the start of the chapter).

Glossary Usually found at the end of the book, a **glossary** is a mini-dictionary that lists alphabetically the important vocabulary used in the book. It does not list all the common meanings of a word, as a dictionary does, but instead gives only the meaning used in the text.

Here is an excerpt from the glossary of a health textbook:

> **latent functions** unintended beneficial consequences of people's actions
>
> **leadership styles** ways in which people express their leadership
>
> —Henslin, *Sociology*, p. G4

In some textbooks, a key term is defined in the text, and the term and its definition are repeated in the margin. Many students say that a **marginal glossary** is one of the most useful textbook features.

Index Suppose you are studying for a final exam and want to review a key concept, but you can't remember where it's located in your textbook. The book's **index**, found at the end of the book, is an alphabetical listing of all the topics in the book. It includes not only key terms and concepts, but also topics, names of authors, and titles of texts or readings. Next to each entry you will find the page number(s) on which the topic is discussed.

Online Learning Aids Many textbooks contain icons that point the reader to additional online resources, such as electronic flash cards, graded chapter quizzes, videos, simulations, worked problems, and tutorials.

EXERCISE 9

Evaluating Textbook Learning Aids

Directions: With a partner or in a small group, choose a textbook from one of your other courses. Each person in the group should take turns answering the following questions and showing examples.

1. What learning aids does the book contain? Does it contain any special features not listed in this section? If so, what are they and what is their function? Which of these features do you expect to use most often?

2. Explain how you will use each learning aid to study.

3. How is the information given in the preface important?

4. Look at the opening chapter. What is its function?

5. Review the table of contents. What are its major parts?

6. What electronic learning aids accompany the text? Which do you find most useful?

BEFORE READING: PREVIEW AND ACTIVATE BACKGROUND KNOWLEDGE

2 LEARNING GOAL
Preview and activate background knowledge before reading

Would you cross a city street without checking for traffic first? Would you pay to see a movie you had never heard of and knew nothing about? Would you buy a car without test-driving it or checking its mechanical condition?

Most likely you answered "no" to these questions. Now answer a related question, one that applies to reading: Should you read an article or textbook

chapter without knowing what it is about or how it is organized? You can probably guess that the answer is "no." This section explains a technique called previewing.

Previewing is a way of quickly familiarizing yourself with the organization and content of written material *before* beginning to read it. It is an easy method to use and will make a dramatic difference in how effectively you read.

How to Preview

When you preview, you try to (1) find only the most important ideas in the material, and (2) note how these ideas are organized. To preview effectively, look only at the parts that state these important ideas, and skip the rest. Previewing is a fairly rapid technique. You should take only a few minutes to preview a 15- to 20-page textbook chapter. The parts to look at in previewing a textbook chapter are listed here:

How to Preview Textbook Chapters

1. **The title and subtitle** The title is a label that tells what the chapter is about. The subtitle, if there is one, suggests how the author approaches the subject. For example, an article titled "Brazil" might be subtitled "The World's Next Superpower." In this instance, the subtitle tells which aspects of Brazil the article discusses.
2. **Chapter introduction** If it is brief, read the entire introduction to the chapter. If it is lengthy, read only the first few paragraphs.
3. **The first paragraph** The first paragraph of, or introduction to, each section of the chapter may provide an overview of the section and/or offer clues about its organization.
4. **Boldfaced headings** Headings, like titles, serve as labels and identify the topic of the material. By reading each heading, you will be reading a list of the important topics the chapter covers. Together, the headings form a mini-outline of the chapter.
5. **The first sentence under each heading** The first sentence following the heading often further explains the heading. It may also state the central thought of the entire selection. If the first sentence is purely introductory, read the second sentence, too.

(Continued)

6. **Typographical aids** Typographical aids help to highlight and organize information. These include *italics*, **boldfaced type**, marginal notes, colored ink, underlining, and enumeration (listing). A writer frequently uses typographical aids to call attention to important key words, definitions, and facts.
7. **Graphs, charts, and pictures** Graphs, charts, and pictures will point you toward the most important information. Glance at these to determine quickly what information is being emphasized or clarified.
8. **The final paragraph or summary** The final paragraph or summary will give a condensed view of the chapter and help you identify key ideas. Often, a summary outlines the chapter's key points.
9. **End-of-chapter material** Glance through any study or discussion questions, vocabulary lists, or outlines that appear at the end of the chapter. These will help you decide what in the chapter is important.

Demonstration of Previewing

The article below originally appeared in a chapter in a communications textbook. It discusses lying, how people lie, and the behavior of liars. The reading also contains a visual aid and a box. Everything that you should look at or read has been shaded. Preview this excerpt now, reading only the shaded portions.

The Process and Ethics of Lying

It comes as no surprise that some messages are truthful and some are deceptive. Although we operate in interpersonal communication on the assumption that people tell the truth, some people do lie. In fact, many view lying as common, whether in politics, business, or interpersonal relationships. Lying also begets lying; when one person lies, the likelihood of the other person lying increases. Furthermore, people like people who tell the truth more than they like people who lie. So, lying needs to be given some attention in any consideration of interpersonal communication.

Lying refers to the act of (1) sending messages (2) with the intention of giving another person information you believe to be false. (1) Lying involves sending some kind of verbal and/ or nonverbal message (and remember the absence of

facial expression or the absence of verbal comment communicates); it also requires reception by another person. (2) The message must be sent to intentionally deceive. If you give false information to someone but you believe it to be true, then you haven't lied. You do lie when you send information that you believe to be untrue and you intend to mislead the other person.

VIEWPOINTS Most often people lie to gain some benefit or reward (for example, to increase desirable relationships, to protect their self-esteem, or to obtain money) or to avoid punishment. In an analysis of 322 lies, researchers found that 75.8 percent benefited the liar, 21.7 percent benefited the person who was told the lie, and 2.5 percent benefited a third party. Are lies told to benefit others less unethical than lies told to benefit yourself?

Not surprisingly, cultural differences exist with lying—in the way lying is defined and in the way lying is treated. For example, as children get older, Chinese and Taiwanese (but not Canadians) see lying about the good deeds that they do as positive (as we'd expect for cultures that emphasize modesty), but taking credit for these same good deeds is seen negatively. Some cultures consider lying to be more important than others—in one study, for example, European Americans considered lies less negatively than did Ecuadorians. Both, however, felt that lying to an out-group member was more acceptable than lying to an in-group member.

How People Lie

As you can imagine people lie in various ways:

- **Exaggeration.** Here you lead people to believe that, for example, you earn more money than you do or that your grades are better than they are, or that your relationship is more satisfying than it really is.
- **Minimization.** Instead of exaggerating the facts, here you minimize them. You can minimize your lack of money (we have more than enough), the importance of poor grades, or your relationship dissatisfaction.
- **Substitution.** In this method you exchange the truth for a lie—for example, *I wasn't at the bar, I stopped in at Starbucks for coffee.*
- **Equivocation.** When you equivocate, your message is sufficiently ambiguous to lead people to think something different from your intention. *That outfit really is something, very interesting* instead of *Ugh!*

- **Omission.** And of course you can lie by not sending certain messages. So, when your romantic partner asks where you were last night, you might omit those things your partner would frown on and just include the positives.

The Behavior of Liars

One of the more interesting questions about lying is how do liars act. Do they act differently from those telling the truth? And, if they do act differently, how can we tell when someone is lying to us? These questions are not easy to answer and we are far from having complete answers to such questions. But, we have learned a great deal.

For example, after an examination of 120 research studies, the following behaviors were found to most often accompany lying:

- **Liars hold back.** They speak more slowly (perhaps to monitor what they're saying), take longer to respond to questions (again, perhaps monitoring their messages), and generally give less information and elaboration.
- **Liars make less sense.** Liars' messages contain more discrepancies; more inconsistencies.
- **Liars give a more negative impression.** Generally, liars are seen as less willing to be cooperative, smile less than truth-tellers, and are more defensive.
- **Liars are tense.** The tension may be revealed by their higher pitched voices and excessive body movements.

It's very difficult to detect when a person is lying and when telling the truth. The hundreds of research studies conducted on this topic find that in most instances people judge lying accurately in less than 60 percent of the cases—only slightly better than chance. And there is some evidence to show that lie detection is even more difficult (that is, less accurate) in long-standing romantic relationships—the very relationships in which the most significant lying occurs.

Ethics in Interpersonal Communication

LYING

Not surprisingly, lies have ethical implications. In fact, one of the earliest cultural rules children are taught is that lying is wrong. At the same time, children also learn that in some cases lying is effective—in gaining some reward or in avoiding some punishment.

Some lies are considered ethical (for example, publicly agreeing with someone you really disagree with to enable the person to save face, saying that someone will get well despite medical evidence to the contrary, or simply bragging about your accomplishments). Some lies are considered not only ethical but required (for example, lying to protect someone from harm or telling the proud parents that their child is

beautiful). Other lies (largely those in the anti-social category) are considered unethical (for example, lying to defraud investors or to falsely accuse someone).

However, a large group of lies are not that easy to classify as ethical or unethical, as you'll see in the Ethical Choice Points.

Ethical Choice Points

Is it ethical to lie to get what you deserved but couldn't get any other way? For example, would you lie to get a well-earned promotion or raise? Would it matter if you hurt a colleague's chances of advancement in the process?

Is it ethical to lie to your relationship partner to avoid a conflict and perhaps splitting up? In this situation, would it be ethical to lie if the issue was a minor one (you were late for an appointment because you wanted to see the end of the football game) or a major one (say, continued infidelity)?

Is it ethical to lie to get yourself out of an unpleasant situation? For example, would you lie to get out of an unwanted date, an extra office chore, or a boring conversation?

Lie detection is so difficult in close relationships because the liar knows how to lie largely because he or she knows how you think and can therefore tailor lies that you'll fall for. And, of course, the liar often has considerable time to rehearse the lie, which generally makes lying more effective (that is, less easy to detect).

Nevertheless, there are some communication factors that seem to be more often associated with lying. None of these, taken alone or in a group, is proof that a person is lying. Liars can be especially adept at learning to hide any signs that they might be lying. Nor is an absence of these features proof that the person is telling the truth. Generally, however, liars exhibit:

- greater pupil dilation and more eye blinks; more gaze aversion.
- higher vocal pitch; voices sound as if they were under stress.
- more errors and hesitations in their speech; they pause more and for longer periods of time.
- more hand, leg, and foot movements.
- more self-touching movements—for example, touching their face or hair—and more object touching—for example, playing with a coffee cup or pen.

In detecting lying, be especially careful that you formulate any conclusions with a clear understanding that you can be wrong, and that accusations of lying (especially when untrue but even when true) can often damage a relationship to the point where it's beyond repair. In addition, keep in mind all the cautions and potential errors in perception discussed earlier; after all, lie detection is a part of person perception.

—DeVito, *The Interpersonal Communication Book*, pp. 114–118

Although you may not realize it, you have gained a substantial amount of information from the minute or so that you spent previewing. You have

become familiar with the key ideas in this section. To demonstrate, read each of the following statements and mark them *T* for true or *F* for false based on what you learned by previewing.

_____ 1. Some messages are deceptive, while others are truthful.

_____ 2. A main reason that people lie is to gain a benefit or reward.

_____ 3. An exaggeration is not considered a lie.

_____ 4. Liars are tense and hold back.

_____ 5. False accusations of lying can damage a relationship.

This quiz tested your recall of some of the more important ideas in the article. Check your answers by referring back to the article. Did you get most or all of the above items correct? You can see, then, that previewing acquaints you with the major ideas contained in the material before you read it.

EXERCISE 10 Practicing Previewing

Directions: Preview another chapter in this text. After you have previewed it, complete the items below.

1. What is the subject of the chapter? _____

   _____

2. List three major topics the chapter covers.
   a. _____
   b. _____
   c. _____

EXERCISE 11 Previewing Your Textbooks

Directions: Preview a chapter from one of your other textbooks. After you have previewed it, complete the items below.

1. What is the chapter title?

   _____

   _____

2. What subject does the chapter cover?

   _____

   _____