IN CONCERT

AN INTEGRATED APPROACH TO READING AND WRITING

THIRD EDITION

KATHLEEN T. McWHORTER

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Printer/Binder: LSC Communications, Inc.
Cover Printer: Phoenix Color/Hagerstown

Acknowledgments of third-party content appear on pages 621–622, which constitute an extension of this copyright page.

Library of Congress Cataloging-in-Publication Data
Library of Congress Control Number: 2019
Names: McWhorter, Kathleen T., author.
Title: In concert : an integrated approach to reading and writing / by Kathleen T. McWhorter.
Description: 3e. | Upper Saddle River, NJ : Pearson, [2017] | Includes index. | Previous edition: In concert : reading and writing, [2016]
Identifiers: LCCN 2017023429 | ISBN 9780134679198 (soft cover)
Subjects: LCSH: English language—Rhetoric—Study and teaching. | Report writing—Study and teaching. | Critical thinking—Study and teaching.
Classification: LCC PE1404 .M396 2017 | DDC 808/.04207—dc23
LC record available at https://lccn.loc.gov/2017023429

1 18

Rental Edition
ISBN 10: 0-134-67919-9
ISBN 13: 978-0-134-67919-8

Access Card
ISBN 10: 0-134-98514-1
ISBN 13: 978-0-134-98514-5

A la Carte
ISBN 10: 0-134-74654-6
ISBN 13: 978-0-134-74654-8

Annotated Instructor's Edition
ISBN 10: 0-134-74652-X
ISBN 13: 978-0-134-74652-4

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Preface

The first edition of *In Concert* was received with enthusiasm by many instructors teaching integrated reading and writing classes. The second edition responded to the call for greater integration of reading and writing. This was achieved by moving the student and professional essays up to the front of the chapters and using them as the basis for instruction, illustration, and practice, mirroring the growing movement toward writing from reading. The third edition furthers the integration and accepts the market challenge to provide thematically related professional readings and student essays. Each of these major changes is described below.

New to the Third Edition

Each of the following changes and new features moves the third edition of *In Concert* further toward providing integrated thematic instruction, while responding to the call for digital accessible instructional support.

- **NEW! Thematically Related Readings** The student and professional essay in most chapters now focus on a single theme, providing instructors with material that can be used for discussion, as well as teaching comparison and contrast, synthesis, and analysis of ideas and sources. The themes are:

  * the role of technology in interpersonal relationships
  * corporate responsibility
  * overcoming adversity
  * fitting in
  * gun control
  * addictions
  * forming and ending relationships
  * Internet dating
  * subcultures
  * life outside the mainstream of society
  * fascination with the graphic and gory
  * the Black Lives Matter movement

The thematic organization of the themed chapters now includes the following new features:

- **NEW! Thematic Introduction** Each chapter theme is briefly introduced before the first reading and provides context and background information for the theme. This introduction engages students and focuses their attention on the theme.
- **NEW! Look It Up! Feature** For each theme, students are given a topic related to the chapter theme to explore on their smartphones (or using those of a

classmate for those who do not have smartphone access) and are asked to formulate a written response. This activity gives academic relevance and validity to smartphones as a research tool and as an aid to both reading and writing.

- **NEW! Making Connections Between the Readings** Following the second thematic reading in each chapter is a set of paragraph and essay writing activities. These activities enable students to compare and contrast the readings, analyze the writing features of the readings, and synthesize ideas.
- **NEW! Thematic Reader Themes** Two new themes have been added to Part Five, Thematic Reader. The new theme of social injustice provides readings on three forms of injustice: Islamophobia, mental health stigma, and discrimination against ex-cons.

  A second new theme, living in a culturally diverse world, draws on readings that appear elsewhere throughout the book. New questions and writing prompts enable students to view these readings within a cultural context.
- **NEW! Six Professional Readings** In general, the professional essays new to this edition are longer, somewhat more challenging, and more representative of readings that might be assigned in academic courses. New essay topics include a chess queen success story, gun control, arranged marriages, online dating culture, the preppers movement, and black lives matter.
- **NEW! Six Student Essays** The new student essays are longer than in the first edition and are more representative of the level of writing instructors want their students to strive for, including more essays written in the third person and more essays using documented sources. New essay topics include corporate responsibility, fitting in with one's peers, gun control, breaking up relationships, homelessness, and the Black Lives Matter movement.

Features

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

- **Extensive Coverage of Critical Thinking** To be prepared for composition classes, students need to be able to think critically and respond in writing to what they have read. Part Four addresses critical-thinking skills for both reading and writing, including coverage of reading and writing arguments. Each professional reading is followed by a "Thinking and Writing Critically" section, and many chapters contain a section titled "Thinking Critically About . . ." that links chapter skills with related critical-thinking skills.
- **Metacognitive Approach to Reading and Writing** Both reading and writing are approached as thinking processes—processes in which students read, write, and assess their performance of the task. They are encouraged to be aware of, control, assess, and adjust how they are reading and writing.
- **Emphasis on Textbook Reading and Writing** Chapter 1 includes skills for reading textbook chapters and describes the SQ3R system. Students learn recall strategies and use writing to highlight, annotate, map, outline, paraphrase, and summarize ideas they read. Numerous textbook excerpts appear throughout the text; several function as in-chapter professional readings.

- **Visual Literacy** Students learn to read and interpret various types of visuals, integrate text and visuals, and think critically about visuals.
- **Vocabulary Coverage** Vocabulary-building skills are emphasized throughout the book: Chapter 1 presents an introduction to vocabulary (dictionary usage and strategies for figuring out unfamiliar words); three Vocabulary Workshops provide instruction on how to use context clues and word parts, expand vocabulary, and learn specialized terms; and a "Strengthening Your Vocabulary" section after each professional reading helps students learn new words.
- **Multimodal Essay Chapter** This chapter recognizes that writers often rely on several methods of development in a single essay and offers strategies for combining and integrating two or more rhetorical modes.
- **Introductory Material on Reading and Writing Using Sources** Chapter 11 offers an overview of research, synthesis, and documentation of sources and features a student essay annotated to highlight MLA formatting.
- **Part Five, Thematic Reader: Writing in Response to Reading** For the growing numbers of instructors who teach writing in the context of reading, this edition includes a thematic reader that consists of four themes—social injustice, crime in the twenty-first century, sports and society, and living in a culturally diverse world—each containing three or four readings, one of which is a textbook excerpt. The readings range in length from two to ten pages and are followed by exercises and activities. Synthesis activities and essay writing assignments follow each theme. Readings for the fourth theme are interspersed throughout the book, but an introduction to them, synthesis questions, and integrative writing assignments appear within the Thematic Reader.
- **Part Six, Reviewing the Basics** Part Six is a handbook that provides a simple, clear presentation of forms and rules of English usage with examples and exercises.

Chapter Features

- **Visual and Engaging Chapter Openers** Each chapter opens with a photograph or other image intended to capture students' attention, generate interest, connect the topic of the chapter to their experience, and get students writing immediately about chapter-related content.
- **Learning Objectives Tied to Interactive Summaries** Learning objectives at the beginning of each chapter identify what students can expect to learn and correspond directly to the interactive summaries at the end.
- **Reading and Writing Connections** Examples of everyday, academic, and workplace situations are presented to demonstrate the relevance and importance of chapter skills.
- **Examining Professional Writing** In a number of chapters, students start by reading and thinking about a professional article, essay, or textbook excerpt. They study the professional reading as an effective writing model, and it is also used for instruction in and practice with the reading strategies taught in the chapter.

- **Examining Student Writing** Many chapters begin the writing instruction by asking students to read and analyze a student essay, which is then deconstructed over the course of the chapter to explain and illustrate key writing skills and is also used for practice. In other chapters, students follow a student writer as he or she uses the reading and writing processes to draft and revise an essay and answer questions about the final product.
- **MyLab Reading & Writing Skills** MyLab Reading & Writing Skills is an online homework, tutorial, and assessment program designed to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts.
- **A Personalized Learning Experience** MyLab Reading & Writing Skills can improve students' reading and writing by offering personalized and adaptive instruction, with integrated learning aids that foster student understanding of skills and ideas.
- **Self Study or Instructor-Driven Learning** MyLab Reading & Writing Skills can be set up to fit instructors' specific class needs, whether they seek reading and writing support to complement what they teach in class, a way to easily administer many sections, or a self-paced environment for independent study.
- **Integrated Reading and Writing Content** MyLab Reading & Writing Skills delivers content that reflects the way in which an integrated reading/writing curriculum is delivered. Assignments in the MyLab enable students to practice their reading skills and write in response to a reading—thus offering real integration that better promotes transfer of those skills to college-level work.
- **Reading Levels in Annotated Instructor's Edition** A Lexile® measure—the most widely used reading metric in U.S. schools—provides valuable information about a student's reading ability and the complexity of text. It helps match students with reading resources and activities targeted to their ability level. Lexile measures indicate the reading levels of content in MyLab Reading & Writing Skills and the longer selections in the Annotated Instructor's Editions of all Pearson's reading books. See the Annotated Instructor's Edition of *In Concert* and the *Instructor's Manual* for more details.

Instructor Support and Professional Development

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

Annotated Instructor's Edition for In Concert (ISBN 9780133956672/0133956679) The *AIE* offers in-text answers to most exercises, practice sets, and reading/writing assignments. It also indicates which activities are offered simultaneously in

MyLab Reading & Writing Skills. It is a valuable resource for experienced and first-time instructors alike.

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

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

PowerPoint Presentation for In Concert (ISBN 0133956571/9780133956573) PowerPoint presentations have been created to accompany each chapter of *In Concert.* These presentations consist of classroom-ready lecture outline slides, lecture tips, classroom activities, and review questions.

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

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MyLab™ is the teaching and learning platform that empowers the instructor to reach every student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter the classroom with varying skill levels, MyLab can help instructors identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at **www.pearson.com/mylab/reading-and-writing-skills.**

- **Empower each learner:** Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need—when and where they need it—to be successful.
  - MyLab diagnoses students' strengths and weaknesses through a preassessment known as the **Path Builder** and offers up a personalized Learning Path. Students then receive targeted practice and multimodal activities to help them improve over time.
  - MyLab Reading & Writing Skills uses **The Lexile® Frameworkfor Reading** to diagnose a student's reading ability. After an initial Locator Test, students are assigned readings and practice at their estimated reading level. Throughout the course, periodic diagnostic tests incrementally adjust their level with increasing precision.
  - **NEW!** Available for select MyLab courses, **Skill Builder** offers adaptive practice that is designed to increase students' ability to complete their assignments. By monitoring student performance on homework, **Skill Builder a**dapts to each student's needs and provides just-in-time, in-assignment practice to help build confidence.
- **Instructors can teach the course in their own ways.** Each course is unique. So whether an instructor prefers to build his or her own assignments, teach multiple sections, or set prerequisites, MyLab gives instructors the flexibility to easily create a course to fit their needs.
- **Improve student results:** When instructors teach with MyLab, student performance improves. That's why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.

Acknowledgments

I wish to express my gratitude to the many instructors who reviewed *In Concert* for their excellent ideas, suggestions, and advice on preparing this text:

Shaunte Allen, Cedar Valley College; Jean Armstrong, Delaware Technical Community College; Regina (Gina) Barnett, Tidewater Community College–Virginia Beach; Craig Barto, Southern University; Carl Becker, Delaware Technical Community College; Robyn Browder, Tidewater Community College–Virginia Beach; Sandi Buschmann, Cincinnati State; Maureen Cahill, Tidewater Community College–Virginia Beach; Sharon M. Cellemme, South Piedmont Community College; Helen Chester, Milwaukee Area Technical College; Mattie Coll, John Tyler Community College; Karen Cowden, Valencia College; Amber Cristan, Kinonen Bay College; Christopher Deal, Piedmont Community College; Margaret DeSalvo, Kingsborough Community College; Genevieve Dibua, Baltimore City Community College; Joanne Diddlemeyer, Tidewater Community College–Norfolk; Barbara Doyle, Arkansas State University–Jonesboro; Mary Dubbe, Thomas Nelson Community College; Kim Edwards, Tidewater Community College–Chesapeake; Jennifer Ferguson, Cazenovia College; Lisa Ferrell, Arkansas State University; Mindy Flowers, Midland College; Tarasa Gardner, Moberly Area Community College; Susan Givens, Northern Virginia–Manassas; Sharon Green, Niagara University; Beth Gulley, Johnson County Community College; Clinton Hale, Blinn College–Brenham College; Barbara Hampton, Rend Lake College; Tom Hargrove, Tidewater Community College–Chesapeake; Curtis Harrell, North West Arkansas Community College; Carlotta Hill, Oklahoma City Community College; Wayne Johnson, Odessa College; Frank Lammer, Northeast Iowa Community College; Erlinda Legaspi, City College of San Francisco; Alice Leonhardt, Blue Ridge Community College; Glenda Lowery, Rappahannock Community College; Maureen Maas-Feary, Finger Lakes Community College; Agnes Malicka, Northern Virginia–Alexandria Campus; Jennifer McCann, Bay College; Margaret McClain, Arkansas State University; Chante McCormick, City College of San Francisco; Brenda Meisel, Northern Virginia Community College–Woodbridge; Nancy S. Morrison, J. Sargeant Reynolds Community College; Robbi Muckenfuss, Durham Technical Community College; Camille Mustachio, Germanna Community College; Debbie Nacquin, Northern Virginia Community College; Erin Nelson, Blinn College; Carl Olds, University of Central Arkansas; Debbie Ousey, Penn State University– Brandywine; Michelle Palmer, Pulaski Technical College; Catherine Parra, Northern Virginia–Loudoun; Pat Pierce, Pulaski Technical College; Elizabeth Price, Ranger College; Betty Raper, Pulaski Technical College; Joan Reeves, Northeast Alabama Community College; Linda Robinett, Oklahoma City Community College; Tony Rogers, Benjamin Franklin Institute of Technology; Dianna Rottinghaus, Johnson County Community College; Charis Sawyer, Johnson County Community College; Susan Silva, El Paso Community College; Syble Davis Simon, Houston Community College; Benjamin Sloan, Piedmont Virginia Community College; Cynthia Smith, Lone Star Community College; Matilda Staudt, Palo Alto College; Catherine Swift, University of Central Arkansas; Kimberly Verhines, Stephen F. Austin State University; Shari Waldrop, Navarro College; Colleen Weeks, Arapahoe Community College; Michelle Zollars, Patrick Henry Community College

I wish to thank Kathryn Tyndall, retired department head of the Pre-Curriculum Department at Wake Technical Community College, who worked with me as a consultant on the project. She is an experienced teacher of integrated reading and writing courses, and she provided me with fresh insights and new perspectives about integrating reading and writing instruction. I also wish to thank Jeanne Jones for her valuable assistance in drafting, revising, and preparing the manuscript. I also value the professional and creative efforts of

Ohlinger Publishing. In particular, I thank Carolyn Merrill, Editor-in-Chief; Marita Sermolins Bley, Managing Editor; and Erin Bosco, Program Manager, all highly skilled, knowledgeable specialists, for their support and careful guidance of this book through the development and production process. Janice Wiggins, Development Editor, deserves special recognition for helping me devise new features, develop and carry out the book's revision plan, and produce a book meeting the needs of our students.

I would also like to thank the following students who provided samples of their writing for the student essays:

Olivia Clarke, Yesenia De Jesus, Sarah Frey, Aurora Gilbert, Carlos Gonzalez, Dejohn Harris, Amanda Keithley, Micheal Ko, Gareth Loken, Elizabeth Lawson, and Adam Simmons.

Kathleen T. McWhorter

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1 An Overview of the Reading Process (with Writing)

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THINK About It!

Why is the student in the photograph so obviously overwhelmed? What reading, writing, and study strategies would help her cope with the heavy reading and study workload of college? Write a list of tips you could offer this frustrated student to make her reading or studying go more smoothly.

The theme of this chapter is college success. It focuses on the reading process and the reading and writing strategies that can help you to become an active reader. You will learn how to preview a text and discover what you already know about the topic; how to identify what is important to learn, using highlighting and annotating, and how to organize it, using mapping and outlining; and how to use post-reading strategies, including paraphrasing and summarizing, to organize and recall information.

You will see that the professional essay included in this chapter also focuses on academic success. All of these skills discussed in the chapter and in the reading will also help you to prepare for writing essays and taking exams. You are well on your way to a successful college career!

LEARNING GOALS

Learn how to …

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

READING AND WRITING CONNECTIONS

EVERYDAY CONNECTIONS

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

Exactostock-1527/SuperStock

ACADEMIC CONNECTIONS

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

Jack Hollingsworth/DigitalVision/Getty Images

WORKPLACE CONNECTIONS

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

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What Is Active Reading?

■ GOAL 1
Read actively

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

TABLE 1-1 ACTIVE VERSUS PASSIVE READING

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

EXERCISE 1-1 Reading Actively

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

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

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

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

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

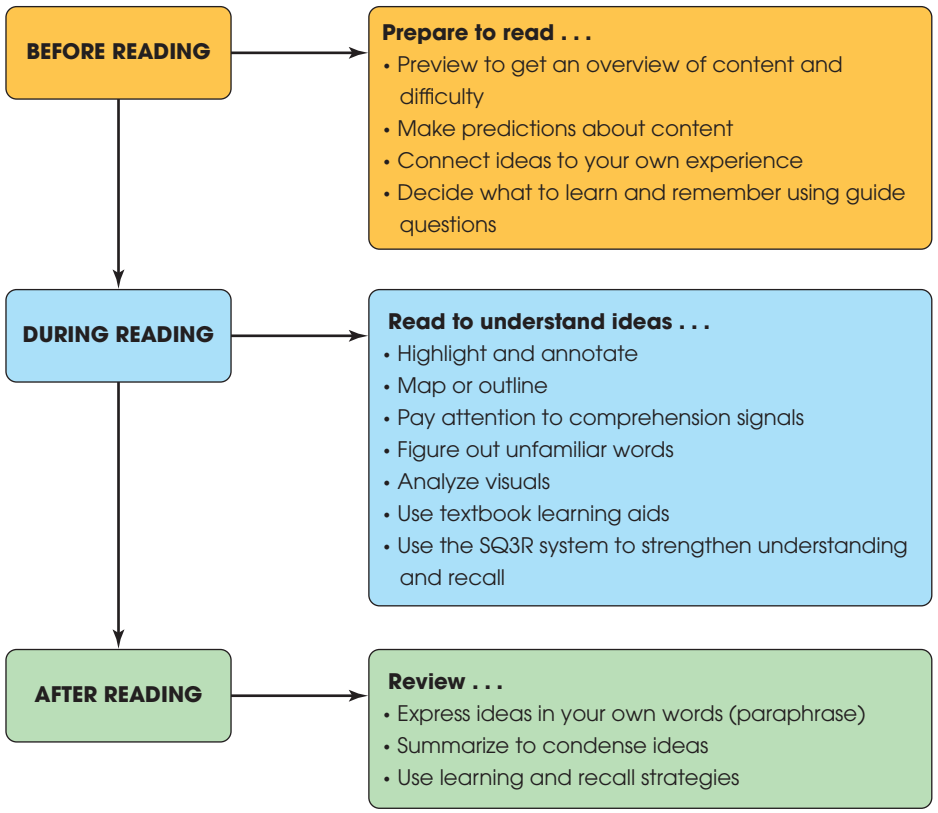
_____ **5.** Rereading an essay the same way as many times as necessary to understand it

What Is the Reading Process?

■ GOAL 2
Use the reading process

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

FIGURE 1-1 THE READING PROCESS



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

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

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

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

Pre-Reading Strategies

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

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

Preview Before Reading

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

How to Preview Articles, Essays, and Textbook Chapters

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

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

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

EXAMINING PROFESSIONAL WRITING

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

Thinking Before Reading

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

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

a. Do you wish reading and studying were easier?

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

Secrets for Surviving College and Improving Your Grades

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

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

STUDY METHODS: DIFFERENT STROKES FOR DIFFERENT FOLKS

WHAT ARE SOME DIFFERENT METHODS OF STUDYING?

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

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

TABLE A MULTIPLE STUDY METHODS

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

WHEN AND WHERE DO YOU FIT IN TIME TO STUDY?

WHAT ARE SOME STRATEGIES FOR TIME MANAGEMENT?

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

- Make a map of your long-term goals. If you are starting here, what are the paths you need to take to get to your ultimate goal?
- Get a calendar and write down class times, work times, social engagements, everything!
- Before you go to bed, plan your next day, starting with when you get up and prioritizing your tasks for that day. Mark tasks off as you do them.
- Go to bed. Getting enough sleep is a necessary step in managing your tasks. Eating right and walking or stretching between tasks is a good idea, too.
- If you have big tasks, break them down into smaller, more manageable pieces. How do you eat an elephant? One bite at a time.
- Do small tasks, like answering emails or writing the first paragraph of a paper, in those bits of time you might otherwise dismiss: riding the bus to school or work, waiting in a doctor's office, and so on.
- Build in some play time—all work and no play pretty much insures that you will fail at keeping your schedule. Use play time as a reward for getting tasks done.
- If your schedule falls apart, don't panic—just start again the next day. Even the best time managers have days when things don't go as planned.

Imageegami/Fotolia

Mrivserg/Fotolia

Time saved or time wasted?

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

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

READING TEXTBOOKS: TEXTBOOKS ARE NOT MEATLOAF

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

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

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

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

The SQ3R Method

WHAT IS THE SQ3R METHOD?

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

blanche/Fotolia

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

12 So how do you do that? Probably one of the best-known reading methods is called SQ3R, first used by F. P. Robinson in a 1946 book called *Effective Study*. (See page 22–23 for an explanation of the SQ3R method.)

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

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

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

EXERCISE 1-2 Evaluating Your Previewing of "Secrets for Surviving College and Improving Your Grades"

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

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

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

Make Predictions

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

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

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

TABLE 1-2 SAMPLE PREDICTIONS

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

Connect Reading to Prior Knowledge and Experience

After previewing your assignment, you should take a moment to think about what you already know about the topic—this is your **prior knowledge**. For example, a student was asked to read an article titled "Growing Urban Problems" for a government class. His first thought was that he knew very little about urban problems because he lived in a rural area, but then he remembered a recent trip to a nearby city where he saw homeless people on the streets. This led him to recall reading about drug problems, drive-by shootings, and muggings.

Activating your prior knowledge aids your reading in three ways: (1) it makes reading easier, because you have already thought about the topic; (2) the material is easier to remember, because you can connect it with what you already know; and (3) topics become more interesting if you can link them to your own experiences. Here are some techniques to help you activate your background knowledge, using "Secrets for Surviving College and Improving Your Grades" as an example.

- **Ask questions and try to answer them.** What have I learned in the past about improving my grades? What do I already know about study methods?
- **Draw on your own experience.** What have I done in the past that improved my grades? What are my friends who are successful in school doing that results in their being successful in class and in taking exams?
- **Brainstorm.** Jot down or type everything that comes to mind about doing well in college and improving your grades. List facts and questions, or describe cases you have recently heard or read about.

At first, you may think you know very little—or even nothing—about a particular topic, but by using one of these techniques, you will find that you almost always know something relevant.

Form Guide Questions

Did you ever read an entire page or more and not remember anything you read? Guide questions can help you overcome this problem. You develop **guide questions** to answer while or after you read. Most students form them mentally, but you can jot them in the margin if you prefer.

The following tips can help you form questions to guide your reading. It is best to develop guide questions *after* you preview but *before* you read.

Tips for Developing Guide Questions

1. **Turn each major heading into a series of questions.** The questions should ask something that you feel it is important to know.
2. **As you read a section, look for and highlight the answers to your questions.**
3. **When you finish reading a section, stop and check to see whether you can recall the answers.** Place check marks by those you cannot recall. Then reread.
4. **Avoid asking questions that have one-word answers, like *yes* or *no*.** Questions that begin with *what, why*, or *how* are more useful.

Here are some headings with examples of the kinds of questions you might ask about them.

HEADING	QUESTIONS
Reducing Prejudice	How can prejudice be reduced?
	What type of prejudice is discussed?
The Deepening Recession	What is a recession? Why is it deepening?
Newton's First Law of Motion	Who was Newton? What is his First Law of Motion?

EXERCISE 1-3

Writing Guide Questions

Directions: Write two guide questions for each of the following headings that appear in "Secrets for Surviving College and Improving Your Grades."

HEADING	QUESTIONS
1. Study Methods: Different Strokes for Different Folks	1. _____
2. The SQ3R Method	2. _____

EXERCISE 1-4

Practicing Previewing and Predicting

Directions: Based on your previewing of "Secrets for Surviving College and Improving Your Grades," on pages 5–8, answer the following questions to sharpen your previewing skills and strengthen your recall of what you read.

1. How difficult is the material?
2. How has the author organized the material?
3. What type of material is it (for example, practical, theoretical, historical background, or a case study)?
4. Where are the logical breaking points where I might divide the assignment into portions?
5. At what points should I stop and review?

During Reading Strategies

■ GOAL 4
Identify, organize, and understand key information

You can read textbooks and other college assignments more effectively, remember more of what you read, and review more efficiently if you interact with the text through highlighting and annotating, taking notes, creating graphic organizers, learning vocabulary, and using textbook aids. Writing *as you read* and writing *in response to reading* increases comprehension and recall and aids you in connecting what you are learning to what you already know.

Highlight and Annotate

Highlighting and **annotating** important facts and ideas as you read are effective ways to keep track of information. They are also big time-savers. If it takes you four hours to read an assigned chapter in sociology and you do not highlight or

annotate it, a month later when you need to review it to prepare for an exam, you will have to spend another four hours rereading it.

Highlighting to Identify What to Learn

Here are a few basic suggestions for highlighting effectively:

1. **Read a paragraph or section first.** Then go back and highlight what is important.
2. **Highlight key portions of any topic sentence.** Also highlight any supporting details you want to remember (see Chapter 4).
3. **Be accurate.** Make sure your highlighting reflects the ideas stated in the passage.
4. **Highlight the right amount.** If you highlight too little, you may miss valuable information. On the other hand, if you highlight too much, you are not zeroing in on the most important ideas, and you will wind up rereading too much material when you study. As a general rule of thumb, highlight no more than 20 to 30 percent of the material.

Read the following paragraph (paragraph 4) from the textbook excerpt "Secrets for Surviving College and Improving Your Grades." Notice that you can understand its meaning from the highlighted parts alone.

> We learn many different kinds of things during our lives, and one method of learning probably isn't going to work for everyone. Some people seem to learn better if they can read about a topic or put it into their own words (verbal learners). Others may find that looking at charts, diagrams, and figures helps them more (visual learners). There are those who learn better if they can hear the information (auditory learners), and there are even people who use the motion of their own bodies to help them remember key information (action learners). While instructors would have a practical nightmare if they tried to teach to every individual student's particular learning style, students who are aware of their own style can use it to change the way they study.
>
> —Ciccarelli and White, "Secrets for Surviving College and Improving Your Grades," *Psychology,* PIA-4–5

EXERCISE 1-5

Using Highlighting

Directions: Read and then highlight paragraph 6 from "Secrets for Surviving College and Improving Your Grades." Use the questions that follow to guide your highlighting.

1. What is the topic sentence of this paragraph?
2. According to the writer, is the human mind meant to multitask?
3. In addition to car accidents and other disasters, what else may result from trying to multitask?
4. What three types of tasks were involved in the study by Ophir?
5. What did the results of the study seem to indicate?

Annotating to Record Your Thinking

Annotating is a way to keep track of your impressions, ideas, reactions, and questions *as you read*. In contrast to highlighting, annotating is a way of recording *your* thinking about the key ideas you have identified. It allows you to interact with the reading as a critical reader, almost as if you are having a conversation with the writer—questioning, challenging, agreeing with, disagreeing with, or commenting on what he or she is saying. There is only one rule of annotating: **Read with a pen or pencil in your hand, and make notes in the margin as you read.**

Let's consider an example of a student writer and how she used annotations to record her ideas and impressions as she read. In her public relations course, Lin was given an assignment:

> Write an essay on the pros and cons of organizations using social media as part of conventional marketing campaigns.

In a textbook, she found a section on how the Centers for Disease Control (CDC) used social media to educate the public about emergency preparedness. As Lin read the discussion carefully, pen in hand, all kinds of questions and thoughts came to mind. By annotating as she read, she was able to record her questions and reactions—all of which would help her when it came time to write her essay. Here is the excerpt Lin read, along with her marginal annotations.

Excerpt from Reading

The Centers for Disease Control and Prevention is an arm of the federal government charged with developing "expertise, information, and tools" to help Americans protect their health. The CDC is affiliated with the Department of Health and Human Services. So, how did a federal agency get involved with zombies?

Do other federal agencies use social media? In what ways?

Andreas Gradin/Shutterstock.com

Following the earthquake and tsunami in Japan in March 2011, the CDC used Twitter to ask followers what health or disaster issues concerned them most. To their surprise, CDC communicators heard an unusual recurring theme. Many people listed zombies among their concerns. The CDC decided to run with the

Who are "communicators" at CDC?

information and developed a tongue-in-cheek campaign to help Americans prepare for a Zombie Apocalypse.

Creative way to address serious topic—did people get it?

The Zombie Preparedness Campaign was launched on May 16, 2011, with this initial post on the zombie preparedness blog: "There are all kinds of emergencies out there that we can prepare for. Take a zombie apocalypse, for example. That's right, I said z-o-m-b-i-e a-p-o-c-a-l-y-p-s-e. You may laugh now, but when it happens you'll be happy you read this, and hey, maybe you'll even learn a thing or two about how to prepare for a real emergency." The blog post went on to give a history of zombies, but more importantly it gave information about contents for an emergency kit (water, food, medications, tools and supplies; items for sanitation and hygiene; clothing and bedding; important documents; and first aid supplies) and developing an emergency plan.

Any way to measure if readers paid attention to this info?

—Wilcox, Cameron, and Reber,
Public Relations: Strategies and Tactics, p. 502

Many readers develop their own style of annotating, using underlining, asterisks, exclamation points, and other marks to express their ideas, as shown in the following box.

Ways to Annotate Text

- Underline or highlight key ideas
- Mark key terms or definitions with a star *
- Number key supporting points (1, 2, 3 . . .)
- Circle and define unfamiliar words
- Indicate useful examples with brackets [ ]
- Mark useful summary statements with an asterisk (*)
- Draw arrows ↔ connecting ideas
- Highlight statements that reveal the author's feelings, attitudes, or biases
- Indicate confusing statements with a question mark (?)
- Argue with the author by placing an exclamation point (!) next to assertions or statements with which you disagree

In recording your responses in the margin, you might include the following:

Questions	Why would . . . ?
Challenges to the author's ideas	If this is true, wouldn't . . . ?
Inconsistencies	But the author earlier said . . .
Examples	For instance . . .
Exceptions	This wouldn't be true if . . .
Disagreements	How could . . . ?
Associations with other sources	This is similar to . . .
Judgments	Good point . . .

EXERCISE 1-6

Practicing Annotating

Directions: Annotate the textbook excerpt "Secrets for Surviving College and Improving Your Grades." Did you find yourself creating your own system of symbols and marginal annotations?

Map

An **idea map** is a visual picture of the organization and content of a paragraph, essay, or textbook chapter. It is a drawing that enables you to see what is included in a brief outline form. Idea maps are used throughout this book for both reading and writing. For reading, you can use them to help you understand a selection—discover how it is organized and study how ideas relate to one another. For writing, an idea map can help you organize your own ideas and check to be sure that all the ideas you have included belong in your essay. Some students prefer mapping to outlining because they feel it is freer and less tightly structured.

Maps can take many forms. You can draw them, either by hand or using a computer, in any way that shows the relationships between ideas. Use the following tips and refer to the sample map in Exercise 1-7 on the next page.

Tips for Mapping

1. **Identify the overall topic or subject.** Write it in the center or type it at the top of the page.
2. **Identify major ideas that relate to the topic.** Write or type the major ideas, and connect each one to the central topic.
3. **As you discover supporting details that further explain an idea already mapped, connect those details to that idea.**

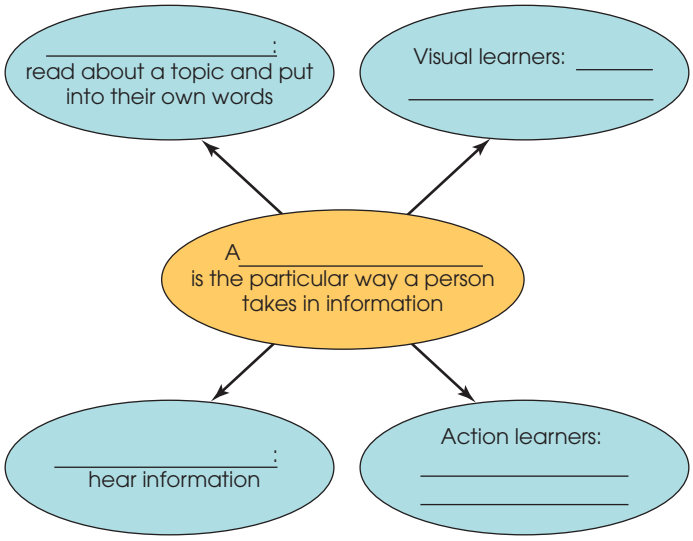
Once you are skilled at drawing maps or generating them using a computer, you can be more creative, developing different types of maps to fit what you are reading. For example, you can draw a *time line* to show historical events in the order in which they occurred. A time line starts with the earliest event and ends with the most recent.

Another type of map is one that shows a process—the steps involved in doing something. When you study chronological order and process in Chapter 5, you will discover more uses for these kinds of maps.

EXERCISE 1-7

Understanding Maps

Directions: Read paragraphs 3 and 4 from the textbook excerpt "Secrets for Surviving College and Improving Your Grades," and complete the map that follows, filling in the writer's main points in the spaces provided.



EXERCISE 1-8 Creating Maps

Directions: Read paragraphs 5-7 from the textbook excerpt "Secrets for Surviving College and Improving Your Grades," and create your own map of the paragraph on a separate sheet of paper. Be sure to include the writer's main points as well as some supporting details.

Outline

Making an outline is another good way to keep track of what you have read. **Outlining** involves listing major and minor ideas and showing how they are related. When you make an outline, follow the writer's organization. An outline usually follows a format like the one on the left below. An outline of an essay about a vacation in San Francisco is shown on the right. Look at both carefully to see how outlining works in practice.

OUTLINE FORMAT	SAMPLE OUTLINE
I. Major topic A. First major idea 1. First key supporting detail a. Minor detail or example b. Minor detail or example 2. Second key supporting detail a. Minor detail or example b. Minor detail or example B. Second major idea 1. First key supporting detail a. Minor detail or example b. Minor detail or example 2. Second key supporting detail II. Second major topic A. First major idea	I. Favorite places A. Chinatown 1. Restaurants and markets a. Fortune cookie factory b. Dim sum restaurants 2. Museums a. Chinese Culture Center b. Pacific Heritage Museum B. Fisherman's Wharf 1. Pier 39 a. Street performers b. Sea lions sunning themselves on the docks 2. Ghirardelli Square

Notice that the most important ideas are closer to the left margin. The rule of thumb to follow is this: **The less important the idea, the more it should be indented**.

Tips for Outlining

1. **Don't worry about following the outline format exactly.** As long as your outline shows an organization of ideas, it will work for you.
2. **Use words and phrases or complete sentences, whichever is easier for you.**
3. **Use your own words, and don't write too much.**
4. **Pay attention to headings.** Be sure that all the information you place underneath a heading explains or supports that heading. In the outline above, for instance, the entries "Chinatown" and "Fisherman's Wharf" are correctly placed under the major topic "Favorite Places." Likewise, "Pier 39" and "Ghirardelli Square" are under "Fisherman's Wharf," since they are located in the Wharf area.

EXERCISE 1-9

Using Outlines

Directions: After rereading the textbook excerpt "Secrets for Surviving College and Improving Your Grades," fill in the missing information in the outline that follows.

I. Different methods of studying
   A. _____
   B. Study methods

II. _____
   A. Strategies to defeat procrastination
   B. Multitasking is not effective
      1. Human mind is not meant to multitask
      2. Studies show that:
         a. _____
         b. _____
         c. Video gamers are just as unsuccessful at multitasking as nongamers
      3. _____

III. Textbook reading
   A. _____
      1. They don't read before the lecture
      2. _____
   B. The SQ3R method
      1. Some add fourth R: Reflect
      2. _____

Figure Out Unfamiliar Words

A print and/or online dictionary is a crucial tool for locating meanings, learning correct pronunciation, learning about word origins, and finding synonyms. Two popular dictionaries available in print and online are the Merriam Webster

(http://www.m-w.com) and American Heritage (http://www.ahdictionary.com), both of which provide an audio component.

As you read, circle or highlight new words, and use the following tips to learn their meanings. Notice that the first step is not to look them up in a dictionary but to use other strategies that can help you determine meaning and keep reading.

How to Figure Out Unfamiliar Words

1. **Pronounce the word.** Often, by "hearing" the word, you will recall its meaning.
2. **Try to figure out the word from its context—the words and sentences around the unfamiliar word.** Often there is a clue in the context that will help you figure out a meaning.

   Example: During her lecture, the **ornithologist** described her research on western spotted owls as well as other species of birds.

   The context reveals that an ornithologist is a person who studies birds.

   Be sure to look for clues to meaning after the word, as well as before it.

   Example: The elderly man walked with the help of a **prosthesis**. He was proud that his artificial limb enabled him to walk without assistance.

   The context reveals that a prosthesis is an artificial limb. Refer to Vocabulary Workshop #2 (p. 74) for more practice using context clues.
3. **Look for parts of the word that are familiar.** You may spot a familiar root (for example, in the word *improbability*, you may see a variant spelling of the word *probable*), or you may recognize a familiar beginning (for example, in the word *unconventional*, knowing that *un-* means "not" lets you figure out that the word means "not conventional"). Refer to Vocabulary Workshop #3 (p. 80) for more practice using word parts.
4. **If you still cannot figure out the word, mark it and keep reading, unless the sentence does not make sense without knowing what the word means.** If it does not, then stop and look up the word in a print or online dictionary.
5. **When you finish reading, look up all the words you have marked.**
6. **After reading be sure to record, in a vocabulary log notebook or computer file, the words you figured out or looked up so you can review and use them frequently.**

EXERCISE 1-10

READING AND WRITING IN PROGRESS

Analyzing Words

Directions: List any words in "Secrets for Surviving College and Improving Your Grades" on pages 5–8 for which you did not know the meaning. Write the meaning for each and indicate what method you used to figure it out (context, words parts, or dictionary).

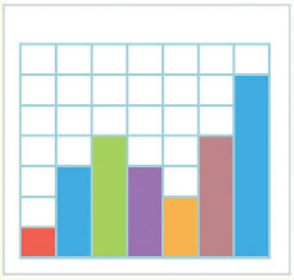
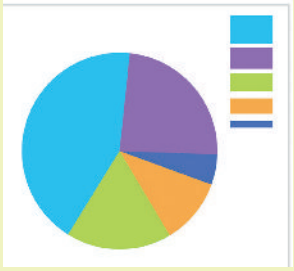
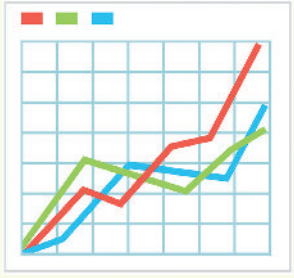
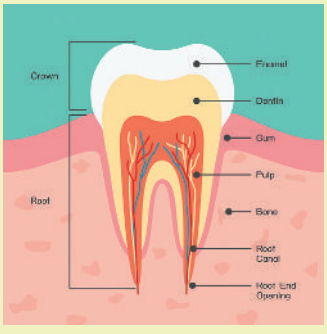
Word	Meaning	Method
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

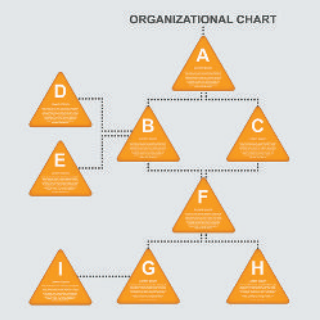
Analyze Visuals

Writers include visuals in many forms of writing, including textbooks, articles and essays, research reports, manuals, and magazines and newspapers. They help writers present complex information in a simple, readable format that readers can easily understand and to clarify or emphasize important concepts. Table 1-3 summarizes some of the different types of visual aids and how writers use them.

Because graphics clarify, summarize, or emphasize important facts, concepts, and trends, you need to study them closely. The list of tips that follows Table 1-3 will help you get the most out of graphic elements that you encounter in your reading.

TABLE 1-3 TYPES OF VISUAL AIDS

TYPE OF GRAPHIC	Bar graphs	Circle graphs (Pie charts)	Line graphs
WRITERS USE THESE TO ...	Compare quantities or amounts using bars of different lengths.	Show whole/part relationships or how parts of a unit have been divided or classified.	Plot information along a horizontal axis (line) and a vertical axis, with one or more variables plotted between the two axes. The line graph connects all these points, thus showing a progression.
EXAMPLE	 Divvector/Fotolia	 Divvector/Fotolia	 Divvector/Fotolia
TYPE OF GRAPHIC	**Maps**	**Diagrams**	**Infographics**
WRITERS USE THESE TO ...	Show the exact positions of physical objects such as cities, states, or countries; provide statistical or factual information about a particular area or region.	Explain an object, idea, or process by outlining parts or steps or by showing the object's organization.	Combine several types of visual aids into one, often merging photos with text, diagrams, or tables.
EXAMPLE	 mmmg/Fotolia	 klbsri/Fotolia	 Rawpixel/Fotolia

TYPE OF GRAPHIC	Tables	Charts	Cartoons
WRITERS USE THESE TO ...	Display facts, figures, statistics, and other data in a condensed orderly sequence for clarity and convenient reference.	Display quantitative (numbers-based) or cause and effect relationships.	Make a point quickly or simply; lighten the text by adding a touch of humor; often help to make abstract concepts more concrete or real.
EXAMPLE	**TABLE 1-2 SAMPLE** **Heading** Where and When Do You Fit in Time for Study? **Opening Sentence** Most college students, at one point or another, have probably run into the concept of a *learning style*, but what exactly is it? Kathleen McWhorter	 samarets1984/Fotolia	 Andrewgenn/Fotolia

Tips for Reading Visuals

1. **Read the title or caption and legend.** The title tells you what situation or relationship is being described. The legend is the explanatory caption that may accompany the visual, and it may also function as a key, indicating what particular colors, lines, or pictures mean.
2. **Determine how the visual is organized.** If you are working with a table, note the column headings. For a graph, notice the labels on the vertical axis (the top-to-bottom line on the left side of the graph) and the horizontal axis (the left-to-right line at the bottom of the graph).
3. **Determine what variables (quantities or categories) the visual is illustrating.** Identify the pieces of information that are being compared or the relationship that is being shown. Note any symbols and abbreviations used.
4. **Determine the scale or unit of measurement.** Note how the variables are measured. For example, does a graph show expenditures in dollars, thousands of dollars, or millions of dollars?
5. **Identify any trends, patterns, or relationships the visual is intended to show.**
6. **Read any footnotes and identify the source.** Footnotes are printed at the bottom of a graph or a chart. They indicate how the data were collected, explain what certain numbers or headings mean, and describe the statistical procedures used. Identifying the source is helpful in assessing the reliability of the data.
7. **Make a brief summary note.** In the margin, jot down a brief note about the key trend or pattern emphasized by the visual. Writing will crystallize the idea in your mind, and your note will be useful when you review it.

EXERCISE 1-11 Interpreting Visuals

Directions: Using the visuals in "Secrets for Surviving College and Improving Your Grades," on page 7, answer each of the following questions:

1. Describe the visuals.
2. What are you supposed to learn from these visuals and the caption?
3. Why did the author include the visuals with the reading?
4. On what topic do the visuals provide more detail or further explanation?

Use Textbook Learning Aids

Because textbooks are written by teachers, they contain numerous features to help you learn. Table 1-4 summarizes these features and explains how to use each.

TABLE 1-4 TEXTBOOK AIDS TO LEARNING

Feature	How to Use It
Preface or "To the Student"	■ Read it to find out how the book is organized, what topics it covers, and what learning features it contains.
Chapter Opener (may include chapter objectives, photographs, and chapter outlines)	■ Read it to find out what the chapter is about. ■ Use it to test yourself later to see whether you can recall the main points.
Marginal Vocabulary Definitions	■ Learn the definition of each term. ■ Create a vocabulary log (in a notebook or computer file) and enter words you need to learn.
Photographs and Graphics	■ Determine their purpose: what important information do they illustrate? ■ For diagrams, charts, and tables, note the process or trend they illustrate. Make marginal notes. ■ Practice redrawing diagrams without referring to the originals.
Test Yourself Questions (after sections within the chapter)	■ Always check to see whether you can answer them before going on to the next section. ■ Use them to check your recall of chapter content when studying for an exam.
Special Interest Inserts (can include profiles of people, coverage of related issues, critical thinking topics, etc.)	■ Discover how the inserts are related to the chapter content: what key concepts do they illustrate?
Review Questions/Problems/Discussion Questions	■ Read them once *before* you read the chapter to discover what you are expected to learn. ■ Use them after you have read the chapter to test your recall.
Chapter Summary	■ Test yourself by converting summary statements into questions using the words *Who? Why? When? How?* and *So What?*
Chapter Review Quiz	■ Use this to prepare for an exam. Pay extra attention to items you get wrong.

EXERCISE 1-12 Evaluating Textbook Learning Aids

Directions: Using this textbook or a textbook from one of your other courses, use Table 1-4 to analyze the features the author includes to guide your learning. Identify particularly useful features, and decide how you will use each when you study.

Use the SQ3R System for Learning from Textbooks

Instead of reading now and studying later when an exam is scheduled, the **SQ3R method** enables you to integrate reading and learning by using the five steps listed below. By using SQ3R, you will strengthen your comprehension, remember more of what you read, and need less time to prepare for an exam. Don't get discouraged if you don't see dramatic results the first time you use it. It may take a few practice sessions to get used to the system.

Feel free to adapt the SQ3R method to suit how you learn and the type of material you are studying. For example, if writing helps you recall information, you might add an *Outline* step and make the *Review* step a *Review of Outline* step. Or if you are studying for a course in which terminology is especially important, such as biology, then add a *Vocabulary Check* step.

Steps in the SQ3R System

Survey Become familiar with the overall content and organization of the material using the steps for previewing.

Question Ask questions about the material that you expect to be able to answer as you read. As you read each successive heading, turn it into a question.

Read As you read each section, actively search for the answers to your guide questions. When you find the answers, underline or mark the portions of the text that concisely state the information.

Recite Probably the most important part of the system, "recite" means that after each section or after each major heading you should stop, look away from the page, and try to remember the answer to your question. If you are unable to remember, look back at the page and reread the material. Then test yourself again by looking away from the page and "reciting" the answer to your question.

Review Immediately after you have finished reading, go back through the material again, reading headings and summaries. As you read each heading, recall your question and test yourself to see whether you can still remember the answer. If you cannot, reread that section. Once you are satisfied that you have understood and recalled key information, move toward the higher-level thinking skills. Ask application, analysis, evaluation, and creation questions. Some students like to add a fourth "R" step—for "Reflect."

EXERCISE 1-13 Examining a Textbook Excerpt Using SQ3R

Directions: Apply the SQ3R system to an article or a section in a textbook chapter you are currently reading. List your questions in the margin or on a separate sheet of paper, and highlight the answers in the article or textbook. After you have finished, write a paragraph evaluating how well SQ3R worked for you, and note how you might adapt it.

The professional readings in this text are intended to be challenging, and even using all the strategies described above, you may still encounter difficulties reading them. Use the following suggestions to help you approach these types of assignments:

Tips for Understanding Difficult Assignments

1. **Analyze the time and place in which you are reading.** If you've been working for several hours, mental fatigue may be the source of the problem. If you are reading in a place with distractions or interruptions, you might not be able to understand what you are reading.
2. **Rephrase each paragraph in your own words.** You might need to approach complicated material sentence by sentence, expressing each in your own words.
3. **Read aloud sentences or sections that are particularly difficult.** Reading out loud sometimes makes complicated material easier to understand.
4. **Reread difficult or complicated sections.** In fact, sometimes several readings are appropriate and necessary.
5. **Slow down your reading rate.** On occasion, simply reading more slowly and carefully will provide you with the needed boost in comprehension.
6. **Write a brief outline of major points.** This will help you see the overall organization and progression of ideas.
7. **Highlight key ideas.** After you have read a section, go back and think about and highlight what is important. Highlighting forces you to sort out what is important, and this sorting process builds comprehension and recall.

Post-Reading Strategies

■ GOAL 5
Paraphrase, summarize, and recall information

As a college student, you are expected to learn large amounts of textbook material. Rereading to learn is *not* an effective strategy. Writing *is* an effective strategy. In fact, writing is an excellent means of improving both your comprehension and your retention.

Writing during and after reading has numerous advantages:

1. **Writing focuses your attention.** If you are writing as well as reading, you are forced to keep your mind on the topic.
2. **Writing forces you to think.** Highlighting or writing forces you to decide what is important and understand relationships and connections.

3. **Writing tests your understanding.** One of the truest measures of understanding is your ability to explain an idea in your own words. When an idea is unclear or confusing, you will be at a loss for words.
4. **Writing facilitates recall.** Research studies indicate that information is recalled more easily if it is elaborated on. Elaboration involves expanding and thinking about the material by drawing connections and associations, seeing relationships, and applying what you have learned. Writing is a form of elaboration.

Paraphrase

A **paraphrase** is a restatement, in your own words, of a paragraph, passage, or reading selection. It is a condensed (shortened) rewording of each sentence or key idea in the order in which it appears in a reading. Why is paraphrasing such a useful skill for so many college courses?

- **It is a way to record an author's ideas for later use.** Sometimes your paraphrase can be incorporated directly into a paragraph or essay. Remember, however, that although you have changed the wording, you are still working with someone else's ideas. It is, therefore, necessary to document the source at the end of your essay. (For further information about documentation, see Chapter 11.)
- **Paraphrasing helps you clarify an author's ideas.** When you paraphrase, you are forced to work with each idea individually and see how the ideas relate to one another.
- **Paraphrasing is a useful study and learning strategy.** When you paraphrase a reading, you think through and learn the information it contains.
- **Because a paraphrase requires you to use different words from those in the reading, writing paraphrases helps you develop your vocabulary.**
- **By paraphrasing, you are practicing your own writing skills.**

Writing a paraphrase involves two skills: (1) substituting synonyms and (2) rewording and rearranging sentence parts, as detailed in the following box.

Writing a Paraphrase

1. **Substitute synonyms.** A **synonym** is a word that has the same general meaning as another word. For example, *thin* and *lanky* are synonyms. When selecting synonyms, use the following guidelines:
   - **Make sure the synonym you choose fits the context (overall meaning) of the sentence.** Suppose the sentence you are paraphrasing is "The physician attempted to *neutralize* the effects of the drug overdose." All of the following words are synonyms for neutralize: *negate, nullify, counteract*. However, *counteract* fits the context, but *negate* and *nullify* do not. *Negate* and *nullify* suggest the ability to cancel, and a drug overdose, once taken, cannot be canceled. It can, however, be counteracted.

- **Refer to a dictionary.** Use a print or online dictionary to check the exact meanings of words; refer to a thesaurus (a dictionary of synonyms) to get ideas for alternative or equivalent words.
- **Do not try to replace every word in a sentence with a synonym.** Sometimes a substitute does not exist. In the sentence "Archaeologists study fossils of extinct species," the term *fossils* clearly and accurately describes what archaeologists study. Therefore, it does not need to be replaced.
- **Consider connotation.** A word's *connotation* is the feelings it invokes. Some words have positive connotations, while others have negative connotations. When writing a paraphrase, select words with connotations that mirror the original. For instance, if the original reading uses the word *adorable*, which has a positive connotation, do not paraphrase with the word *sticky-sweet*, which has a negative connotation.
- **Be sure to paraphrase—that is, do not change only a few words.**

2. **Reword and rearrange sentence parts.** When rearranging sentence parts, use the following guidelines:
   - Split lengthy, complicated sentences into two or more shorter sentences.
   - Be sure you understand the author's key ideas as well as related ideas, and include both in your paraphrase.

A Sample Paraphrase

Marcie was writing an essay on leadership for her sociology class. In a reading, she found one passage that contained exactly the information she needed. To help herself remember both the author's main point and the details, she decided to paraphrase. Here is an excerpt from the reading, followed by Marcie's paraphrase:

TYPES OF LEADERS	MARCIE'S PARAPHRASE OF "TYPES OF LEADERS"
Groups have two types of leaders (Bales 1950, 1953; Cartwright and Zander 1968; Emery et al. 2013). The first is easy to recognize. This person, called an **instrumental leader** (or *task-oriented leader*), tries to keep the group moving toward its goals. These leaders try to keep group members from getting sidetracked, reminding them of what they are trying to accomplish. The **expressive leader** (or *socioemotional leader*), in contrast, usually is not recognized as a leader, but he or she certainly is one. This person lifts the group's morale by such things as cracking jokes and offering sympathy. Both types of leadership are essential: The one keeps the group on track, and the other increases harmony and minimizes conflicts. —Henslin, *Essentials of Sociology*, p. 153	According to Henslin (153), group leaders are either instrumental (task-oriented) or expressive (socioemotional). Instrumental leaders are easily identified. They keep a group going toward its objectives and focusing without distraction on what it wants to achieve. Although expressive leaders typically are not acknowledged as leaders, they do lead. They improve the morale of a group through humor and compassion. Groups need an instrumental leader to keep them on task and an expressive leader to help them get along.

Look closely at Marcie's paraphrase and the original reading, noticing how she rearranged sentence parts and substituted synonyms. For example, she condensed the author's ideas by introducing both types of leaders in the first sentence. She substituted *objectives* for *goals, achieve* for *accomplish*, and so forth. She also included all of the author's important main ideas and supporting details.

EXERCISE 1-14 Writing a Paraphrase

Directions: Working with a classmate, reread paragraphs 8–10 from the textbook excerpt "Secrets for Surviving College and Improving Your Grades." Working sentence by sentence, write a paraphrase. Then compare your work and combine both of your paraphrases to produce a revised paraphrase.

Summarize

A **summary** is a brief statement of the major points of a reading, and it is always shorter than the original. Unlike a paraphrase, a summary does not attempt to cover all of the reading's key points and details. Usually a summary is about one-fifth the length of the original or less.

Writing summaries has four main benefits:

1. **Writing a summary improves your grasp of a writer's ideas** because you must identify key ideas and explain how they relate to one another.
2. **Writing a summary saves you time when you are reviewing or studying for an exam.**
3. **College instructors across the disciplines—not just writing instructors—assign summaries.** For example, you may be asked to write a plot summary of a short story or a summary of your findings for a science laboratory experiment.
4. **Summarizing is an important workplace skill.** You might be asked to summarize a meeting, condense a lengthy report, or briefly describe the outcomes of a sales conference you attended.

To write an effective summary, follow these guidelines:

Writing a Summary

1. **Complete the reading before writing your summary.** Feel free to highlight and/or annotate as you read.
2. **Review the reading.** Review your highlighting and/or annotations, or use your review to highlight and annotate for the first time.
3. **Write an opening sentence that states the author's thesis or main point.** For a review of thesis statements, see Chapter 8, page 272.
4. **Explain the author's most important supporting ideas.** Be sure to express the author's main ideas in your own words; don't copy phrases or sentences. If you can't express an idea in your own words, you probably don't fully understand it, so reread, talk to someone about the passage, or seek other information about the passage to clarify its meaning.

5. **Include restated definitions of key terms, important concepts, procedures, or principles.** Do not include examples, descriptive details, quotations, or anything not essential to the main point. Do not include your opinion.
6. **Present the ideas in the order in which they appear in the original source.**
7. **Reread your summary to determine whether it contains sufficient information.**
8. **Ask yourself this question:** If someone had not read the article, would your summary be a good substitute, covering all the author's main points? If not, revise your summary to include additional information.
9. **Indicate the source of the material you summarized.** See Chapter 11 for more information on how to cite sources.

EXERCISE 1-15

Evaluating Summaries

Directions: Reread the textbook excerpt "Secrets for Surviving College and Improving Your Grades," on pages 5–8. Working with a classmate, compare the two sample summaries below and decide which is better. Explain your choice.

Sample Summary 1

Students commonly make two errors when reading textbooks. First, many students do not read the textbook before going to a lecture about the material. Most instructors assume students have read the assignment and then use the lecture to provide details; students won't understand the lecture if they haven't read the assignment. Second, students try to read textbook material like a novel, starting at the first page and reading continuously. Textbook material should be read slowly with attention paid to meaning.

Sample Summary 2

Students have to read textbooks to succeed in a course; taking notes on lectures or slide presentations is not enough. Students make two common mistakes regarding textbooks. Their first mistake is not bothering to read the textbook before going to class. This is like trying to find a new place without any directions. It's especially important because most instructors assume students have read the assignment. Their lectures are used to go into detail about the textbook information, so if you haven't read the material, you won't understand the lecture.

The second mistake students make is trying to read textbook material as if it were a novel with an interesting plot and lots of "filler." Textbook material may be interesting but it has no "filler." Textbook material must be read slowly and with attention given to every morsel of meaning.

EXERCISE 1-16 Writing a Summary

Directions: Using the steps listed in the "Writing a Summary" box, write a summary of paragraphs 11–13 of the textbook excerpt "Secrets for Surviving College and Improving Your Grades" on page 8. Swap your summary with that of a classmate and together compare and discuss your summaries.

Use Learning and Recall Strategies

In order to get good grades, you have to plan when to study and use the right techniques to get the most out of the time you spend. Use the following strategies.

1. **Immediate Review** Review new information as soon as possible after you hear or read it to fix it in your mind by doing the following:
   - Review your lecture notes as soon as possible after taking them.
   - Review a textbook chapter as soon as you finish reading it by rereading each chapter heading and the summary.
   - Review all new course materials at the end of each day of classes to make the information stick in your mind.
2. **Periodic Review** Briefly review previously learned material on a regular basis (every three weeks or so), so you will not forget it. For example, you will not remember material from the first two weeks of a course if you do not review it regularly, which means you will have to relearn it for the final exam.
3. **Final Review** Briefly review material as close in time as possible before a test or exam to fix it in your mind.
4. **Building an Intent to Remember** Very few people remember things that they do not intend to remember. Before you begin to read an assignment, define as clearly as possible what you need to remember, depending on the type of material, why you are reading it, and how familiar you are with the topic. For instance, if you are reading an essay for a class discussion, plan to remember not only key ideas but also points of controversy, applications, and opinions with which you disagree. However, if you are reviewing a chapter for an essay exam, look for important ideas, trends, and significance of events.

   As you read a text assignment, sort important information from that which is less important by asking and answering questions such as
   - How important is this information?
   - Will I need to know this for the exam?
   - Is this a key idea or is it an explanation of a key idea?
   - Why did the writer include this?
5. **Organizing and Categorizing** Information that is organized is easier to remember than material that is randomly arranged. One effective way to organize information is to *categorize* it, to arrange it in groups according to similar characteristics. Suppose, for example, that you had to remember the following list of items to buy for a picnic: *cooler, candy, 7-Up, Pepsi, napkins, potato chips, lemonade, peanuts, paper plates*. The easiest way to remember this list would be to divide it into groups.

DRINKS	SNACKS	PICNIC SUPPLIES
7-Up	peanuts	cooler
Pepsi	candy	paper plates
lemonade	potato chips	napkins

By putting similar items together, you are learning three shorter, organized lists rather than one long, unorganized one.

If you were reading an essay on discipline in public high schools, instead of learning one long list of reasons for disruptive student behavior, you might divide the reasons into groups such as peer conflicts, teacher–student conflicts, and so forth, which are easier to remember.

6. **Associating Ideas** Association involves connecting new information with previously acquired knowledge. For instance, if you are reading about divorce in a sociology class and trying to remember a list of common causes, you might try to associate each cause with a person you know who exhibits that problem. If one cause of divorce is lack of communication, for instance, you might remember this by thinking of a couple you know whose lack of communication has caused relationship difficulties.
7. **Using a Variety of Sensory Modes** Your senses of sight, hearing, and touch can all help you remember what you read, as the more senses you use the easier it is to recall information. Activities such as highlighting, note taking, and outlining involve your sense of touch and reinforce your learning, while repeating the information out loud or listening to someone else repeat it is also effective.
8. **Visualizing** Visualizing, or creating a mental picture of what you have read, often aids recall when you are reading about events, people, processes, or procedures. Visualization of abstract ideas, theories, philosophies, and concepts can be more difficult, although you may be able to create a visual picture of the relationship of ideas in your mind or on paper.
9. **Using *Mnemonic* Devices** Memory tricks and devices, often called **mnemonics**, are useful in helping you recall lists of factual information. You might use a rhyme such as "Thirty days hath September, April, June, and November . . ." to memorize months or make up a word or phrase in which each letter represents an item you are trying to remember: Roy G. Biv, for example, helps you remember the colors in the light spectrum—**r**ed, **o**range, **y**ellow, **g**reen, **b**lue, **i**ndigo, **v**iolet.

EXERCISE 1-17 Using Recall Strategies

Directions: Four study-learning situations follow, based on the textbook excerpt "Secrets for Surviving College and Improving Your Grades." Indicate which of the strategies described in this section—organization/categorization, association, sensory modes, visualization, and mnemonic devices—might be most useful in each situation.

1. For an essay test, you will be expected to give examples of each of the different study methods listed in Table A. How might you remember each study method and corresponding examples for the test?

_____

2. For a class discussion, you are expected to be familiar with the strategies to defeat procrastination discussed in paragraph 5. What retention aid(s) could help you remember them?

3. You are expected to explain and discuss the information about multitasking in paragraphs 6 and 7, including the three studies cited in these paragraphs. How could you learn this information easily?

4. You know that you will be tested on different aspects of the SQ3R method (paragraphs 11–13) on the next exam. What could you do as you review to help yourself remember details about the SQ3R method?

Think Critically

■ GOAL 6
Think critically about what you read

The biggest difference between high school and college is the difference in your instructors' expectations of how you should *think*. High school classes focus on developing a basic foundation of knowledge, often built through memorization. In college, however, you are expected not only to learn and memorize new information, but also to *analyze* what you are learning—to be a **critical thinker**.

Critical does not mean "negative." Critical thinking means evaluating and reacting to what you read, rather than accepting everything as "the truth." Thinking critically sometimes requires you to consult multiple sources of information to develop perspective on a topic. For example, when writing an essay on how post-traumatic stress disorder affects returning veterans, you might read several accounts written by vets and consult several research studies, gleaning ideas from each.

Look It Up!

Use your smartphone (or work with a classmate who has a smartphone) and look up the term "critical thinking." View a few of the videos that explain the critical thinking process. Based on the videos, which critical thinking skills do you think are most important? Write a few lines that explain when and why you use critical thinking skills throughout your day.

The Benefits of Critical Thinking

The ability to think critically offers many benefits. In your college courses, critical thinking allows you to

- Do well on essay exams, particularly those that ask for analysis.
- Write effective essays and term papers.
- Distinguish good information from incomplete, inaccurate, or misleading information.

In everyday life and in the workplace, a good set of critical-thinking skills will help you

- Make informed, reasonable decisions.
- Spend money wisely and make good financial choices.
- Understand issues in the news, including business and political issues.
- Expand your interests beyond "passive entertainment" (such as watching TV or movies) to active entertainment that engages your mind and creativity.

Critical Thinking Is Active Thinking

Critical thinking is essential to effective reading. For example,

- When reading a college textbook, you might ask yourself if the author is trying to influence your opinions.
- When reading a newspaper, you might ask yourself if the article is telling the full story or if the journalist is leaving something out.
- When reading an advertisement, you might ask yourself what message the ad is sending to get you to buy the product.

To help you strengthen your critical reading skills, Chapters 12–14 are devoted entirely to critical thinking.

EXERCISE 1-18

Understanding Critical Thinking

Directions: Indicate whether each of the following statements is true (T) or false (F) based on your understanding of critical thinking.

_____ 1. Thinking critically about a reading selection means finding ways to criticize it and show all the ways it is wrong.

_____ 2. Critical reading is not necessary unless the instructor specifically assigns some sort of "critical-thinking" exercise to go along with the reading.

_____ 3. While textbooks offer good opportunities for critical reading, so do other reading materials, such as magazines and Web sites.

_____ 4. Critical-thinking skills are important in college but do not have much relevance in the "real world."

_____ 5. Engaging in critical thinking sometimes requires you to consult additional sources of information beyond what you are currently reading.

EXERCISE 1-19

Thinking Critically

Directions: The passage below is a brief excerpt from a sociology textbook chapter. Read the paragraph and answer the questions that follow.

Modern medical technology is marvelous. People walk around with the hearts, kidneys, livers, lungs, and faces of deceased people. Eventually, perhaps, surgeons will be able to transplant brains. The costs are similarly

> astounding . . . our national medical bill is approaching $3 trillion a year. This is even more than the total amount that the country raises in income taxes (Statistical Abstract 2013: Table 468).
>
> —Henslin, *Sociology: A Down-to-Earth Approach*, p. 174

(**Hint:** Think analytically and critically to answer the following questions.)

1. The author states that "modern medical technology is marvelous." What indication is there that he might not totally believe this?

2. Why does the author suggest that surgeons might be able to transplant brains in the future?

3. The author writes, "People walk around with the hearts, kidneys, livers, lungs, and faces of deceased people." What might the wording of this sentence indicate about the author's attitude toward transplanted organs?

Think Critically About Information in Textbooks

We live in a society bombarded with information. Everywhere you look, you will see written materials, from newspapers and magazines to billboards and Web sites. Numerous experts estimate that the amount of information available to society is increasing by over 50 percent every year.

That's a lot of information for a person to take in. So how do you cut through the clutter to find and learn the information you need? Here are some suggestions.

Tips for Finding Relevant Information

- **Practice selective reading.** You do not have to read everything you see. (College assignments are the exception, of course.) Learn to quickly skim material to see if it interests you, and then read the material that does.
- **Understand the goal of what you are reading.** Is it to educate you or to convince you of something? In advertising, lovely words and images are used to make products seem desirable. In the news, politicians rant and rave about the issues. Evaluate the purpose of what you are reading by asking yourself what the writer's goal is.
- **Adjust your reading speed to match the task.** If you are reading an article in *People* magazine, you probably can skim through it quickly. However, if you are filling out paperwork for financial aid or medical claims, you will want to read the forms slowly and carefully to make sure you are doing everything right.