

DEVELOPING TEXTBOOK THINKING

THIRD EDITION

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DEVELOPING TEXTBOOK THINKING

Strategies for Success in College

THIRD EDITION

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Preface

In this third edition of *Developing Textbook Thinking (DTT)*, intended for college reading courses, we have maintained our basic philosophy that to be successful in college, students need a variety of learning and study strategies. As with the first and second editions, we assume that students who use this text have learned to read; *DTT* will teach them how to read to learn. To achieve this goal, *DTT* takes students through a progression of strategies, each building on the other. The underlying premise of *DTT* is that what students do before and after reading is as important as the reading itself. Not only does the overall study system presented here encompass this three-pronged philosophy, but most strategies progress in stages that build upon one another. Another important aspect of the strategies presented in the third edition is the strong emphasis placed on reflection, rehearsal, and monitoring. Every strategy is formatted to enable students to test themselves on important information, thus improving metacognitive abilities.

Although the basic philosophy has remained intact, there have been many changes in the content of the text. These changes were prompted by feedback received from several different sources. First, students who used the first edition of *DTT* provided valuable comments about the strategies they found most helpful. Second, the reviewers—instructors who work with students across the country in a variety of college settings—suggested changes to meet the needs of diversified populations. Finally, current learning theory and research on study strategies enabled us to make the ideas in this text the most current in the college reading market. The text is based on solid research and theory, transformed into a practical and systematic learning system.

Part I, "Understanding College Reading and Studying Demands," has two major changes. First, Chapter 2, "Getting Started," has been added to provide students with an introduction to the basics of text reading and lecture notetaking. This information was added so that students could get a preview of what is to come in more detail later in the text. It also gives students who are taking other courses some tips in all areas to get them started on better studying. The information from Chapter 4 in the second edition of *DTT*, "Tricks of the Trade," has been integrated into this chapter. The other major change in Part I is that the vocabulary chapter, which has been extensively revised, is now included at the beginning of *DTT*, as suggested by several reviewers. Other changes in this Part include an expanded chapter on assessment (Chapter 1) and a more informative and practical chapter on reading flexibility and fluency (Chapter 6). In addition, some of the old

readings have been replaced with new pieces reflecting topics of current interest (for example, pollution and Malcolm X).

In Part II, “Developing the **BCA**’s of College Reading and Studying Strategies,” we have changed the name of the study system from PROR to the **BCA**’s (**B**efore reading, staying **C**onnected during reading, **A**fter reading, and **A**fter studying) of studying. This idea, introduced in Part I, is carried through the second and third Parts of *DTT*. This system, while very similar to PROR, continues to place emphasis on metacognition and self-testing but adds the new element of reflection. The change of name also continues to further streamline the entire study system so that students do not view it as burdensome. In addition to the name, the other major change in the Part is that the majority of the Application Exercises focus on a new psychology chapter, “The Psychology of Memory.”

Part III, “Expanding College Reading and Study Strategies,” has been changed very little. Because there were rather dramatic changes from the first to the second edition, this section required little updating to reflect the results of current research. It includes chapters entitled “Taking Notes from Lectures” and “Preparing for Examinations.”

Although we have made some changes in the text chapters included in the appendix, we wanted to use as many of the chapters from the second edition as possible, so that you would not have to make extensive new preparations. One of the new selections, “The Psychology of Memory,” fits quite well with the philosophical and theoretical frameworks outlined in *DTT*. Because reviewers overwhelmingly recommended that a short story be included in this edition, the humanities selection from the second edition has been replaced with a short story, “Harrison Bergeron,” by Kurt Vonnegut, Jr. With the exception of the chapter on the endocrine system, the other selections from the second edition are simply taken from the latest editions of their original sources. The biology chapter, while on the same general topic of the endocrine system, is new, but many of the same materials from the second edition of *DTT* can be used with the new chapter. Finally, along with the chapter Application Exercises, Vocabulary Exercises for each of the text chapters are now included following each chapter.

We believe that this third edition of *DTT* strikes a good balance between new and old information. Although it contains some new chapters, text materials, and ideas, it should still feel familiar to those of you who have used the second edition. We think that such revisions keep *DTT* on the cutting edge of synthesizing current research findings and applying them in practical settings.

Acknowledgments

Many people deserve a grateful thank you for helping us with the revisions for the third edition of *DTT*. As with the first and second editions, we continue to draw some of our best food for thought from our students. They are the

ones who keep us on our toes and keep us in touch with what it takes to be successful in college. In addition, they help us maintain the practicality of the strategies we suggest. Students tell us more quickly than anyone else which strategies, and ideas are useful and which ones are not. We are also especially grateful to our colleagues at the University of Georgia and around the country who use the text and provide honest feedback about how their students respond to *DTT*. Special thanks go to Michele Simpson, a friend, colleague, and research partner, who also provided important input, and to Michael Klinger, Lisa Irish, and David and Melanie Smith, who kept one of the authors on task.

We believe that this third edition represents the best possible combination of research into practice in the field of studying. This could not have occurred without the expertise contributed by those who teach in college reading programs. We acknowledge the comments of Rhonda H. Atkinson, Louisiana State University; Donna Clack, Schoolcraft College; Rebecca J. Garlick, Blinn College; Diane Kuehl, Rock Valley College; Mitye Jo Richey, Community College of Allegheny County; Daniel R. Stenberg, Southwestern Michigan College; Nancy Tooker, California State University, Sacramento; Ronald W. Topham, Brookdale Community College; Jill D. Vavrek, Northern Illinois University; and Arlene D. Wartenberg, Widener University, whose excellent suggestions and constructive criticisms can only make *DTT* better and more responsive to needs nationwide.

We also deeply appreciate all the support we have continued to receive from the staff of D. C. Heath. We are especially grateful to Paul Smith, in particular, who has continued to believe in the philosophy underlying *Developing Textbook Thinking*. In addition, we owe a great deal of thanks to Linda Bieze, our developmental editor, and Bryan Woodhouse, our production editor. Given their meticulous attention to detail, we were never worried about how this third edition would turn out. Their assistance helped make this edition the best yet!

Last, but certainly not least, we owe special thanks to our respective families for their continued love, support, and encouragement. So to Steve and Kama, and to Beth, David, and Amy, we appreciate you weathering the revision storm once again.

S. L. N.

W. D.

To the Student

High school students often think that the most difficult thing about college is getting in. We feel, on the contrary, that the most difficult aspect of college is staying in. Many of you probably know fellow students who were accepted into college but for a variety of reasons were unable to continue. Some students are unsuccessful in college because they do not possess the study strategies needed to make good grades, others because they lack motivation. Students who have good study habits and are self-motivated are much more likely to be successful. In fact, research bears this out; those who use proper study strategies tend to outperform those who use incorrect or inadequate strategies. Also, highly motivated students outperform those with low motivation across all ability levels.

The purpose of the third edition of *Developing Textbook Thinking (DTT)* is to expose you to strategies that, if properly applied, will increase your understanding of course material and subsequently your performance on exams. *DTT* not only outlines a complete study method but also gives you practice in applying this method to complete text chapters from a variety of disciplines. By using complete chapters, you can learn to think like a biologist or a historian. Thus this book can supply the strategies and techniques, and your instructor can supply the guidance for improving your study skills. However, you must provide the motivation to learn and apply these strategies.

As you proceed through this book, you will find that studying and learning are hard work. Few people can read something once, do nothing else with the information, and score high on classroom examinations. Learning and remembering take determination and hard work, but using the strategies in this text will enable you to study more efficiently and effectively. This book presents a variety of methods so that you can try each of them, discover which ones work best for you, and make them part of your regular reading and studying habits.

Developing Textbook Thinking, Third Edition, is divided into three Parts. Part I, "Understanding College Reading and Studying Demands," presents three diagnostic tests to make you more aware of your reading and studying strengths and weaknesses, suggests ways you can develop and maintain motivation, introduces basic time-management strategies, gives you some hints for getting started, discusses how to improve your vocabulary, explores how texts from the humanities, social sciences, and physical sciences differ, and presents techniques for developing reading-rate flexibility.

Part II, "Developing the **BCA**'s of College Reading and Studying Strategies," focuses on an approach called the **BCA**'s of studying—what you do **B**efore you read, staying **C**onnected during reading, what you do **A**fter you read, and what you do **A**fter you study. You can become an efficient and effective learner using this method because you are engaged in learning and monitoring activities before, during, and after reading. We believe that this type of active interaction is necessary in order for maximum learning to occur. We have introduced the **PLAE** (**P**replan, **L**ist, **A**ctivate, and **E**valuate) procedure to help you become more goal directed in your test preparation.

Part III, "Expanding College Reading and Studying Strategies," presents a system for taking lecture notes that also emphasizes the importance of what you should do before, during, and after the lecture and gives you helpful hints for preparing for both objective and essay exams.

Application Exercises follow each chapter and sample reading in *DTT*. There are two types of Application Exercises: exercises that focus on the strategies and content from *DTT* and exercises that can be applied to your own textbooks. Both types of exercises will give you practice with the techniques presented. You will also be able to apply the strategies discussed in this text to the sample chapters in the appendix.

The changes that we have made in this third edition are a direct result of what we have heard from our own students and from college reading instructors from all over the United States. We initially discovered the need for such a text through our students, and over time we have revised it to add information that they have found useful. This edition contains changes made in response to both praise and criticism of the previous edition, and we believe they make it an even better book. We are particularly proud of the breadth of the chapters included in the appendix; students provided considerable input concerning the interest level of these chapters. We feel that they will give you a flavor for many of the courses that colleges and universities require.

We encourage you to keep an open mind as you work through *Developing Textbook Thinking*, Third Edition. Try out the new strategies and see which ones work best for you. Discover which techniques make you a more efficient and effective learner. Discuss your studying problems with your instructor and your classmates. Through your reading journal, keep track of your reading and studying progress. Remember, the strategies you learn from this text will help you not only today but also as you progress through your entire college program and beyond.

S. L. N.

W. D.

Contents

To the Student xi

Part I Understanding College Reading and Studying Demands I

Chapter I What You Have To Do 3

- Assessing Your Strengths and Weaknesses 4
 - Standardized Assessments 4
 - Informal Assessments 6
- Assessment 1: Locating Your Reading Problems 6
 - Answers and Discussion 8
- Assessment 2: Study-Strategies Inventory 8
 - Answers and Discussion 8
- Assessment 3, Part I: College Study Demands 10
 - Answers and Discussion 11
- Assessment 3, Part II: A Scenario to Write About and Discuss 13
 - Scenario 13
 - Discussion 14
- The Reading Journal: Becoming More Aware 14
 - Self-Awareness Journal 14
 - Response Journal 16
 - Summary Journal 17
 - Share Your Entries 18
- Key Ideas 19
 - Application Exercises (DTT)* 19
 - Application Exercises (Your Texts)* 20
- Selection from a Magazine: "The Seven Deadly Sins" 20
- Selection from a Magazine: "Prisoners of Pain" 22

Chapter 2 Getting Started: The BCA's of Successful Study 25

- Introduction: The BCA's 26
- Before You Read, Listen, Take Notes, and Study 26
 - Developing Self-Discipline 27

Learning Flexibility	27
Finding the Place	27
Utilizing Resources	28
Forming Study Groups	28
Getting Assistance	30
Using Your Course Syllabus	31
Following Effective Strategies	32
Stay Connected as You Read, Listen, Take Notes, and Study	32
After You Read, Listen, Take Notes, and Study	33
The Basic Strategies	34
The BCA 's for Textbook Reading	34
The BCA 's for Lecture Notetaking	36
Key Ideas	37
<i>Application Exercises (DTT)</i>	37
<i>Application Exercises (Your Courses)</i>	38
Selection from a Magazine: "Hard Times for Software"	38

Chapter 3 Finding the Motivation 42

Immediate Gratification Versus Delayed Gratification	43
If Necessary, Wipe Out the Past	44
Developing the Big M	44
Maintaining a Positive Attitude	46
Selecting Courses: What's In It for You?	47
Fighting Boredom	48
Key Ideas	49
<i>Application Exercises (DTT)</i>	49
<i>Application Exercises (Your Courses)</i>	50
Selection from a Magazine: "A New Clue to Alzheimer's"	50
Selection from a Magazine: "And Now, 'Temp' Managers"	51

Chapter 4 Finding the Time 54

Self-Discipline	55
Setting Goals	56
Schedules	58
Term Schedules	59
Weekly Schedules	60
Key Ideas	62
<i>Application Exercises (DTT and Your Courses)</i>	63

Chapter 5 Vocabulary Development 65

- Understanding New Words and New Definitions 66
- Using Context 68
 - Context Clues 68
 - Synonyms* 68
 - Antonyms and Contrasts* 69
 - Examples and Illustrations* 70
 - Opinion and Tone* 70
 - Discovering Meaning Through Context* 71
 - Application Exercises (DTT)* 74
 - Application Exercise (Your Texts)* 76
- Using the Dictionary 76
 - Characteristics of Strong Definitions 77
 - The Dictionary Entry 78
 - Application Exercises (DTT)* 81
 - Application Exercises (Your Texts)* 82
- Using Structure 8
 - Application Exercises (DTT)* 83
 - Application Exercises (Your Texts)* 8
- Generative Vocabulary Strategies 88
 - Vocabulary Cards 88
 - Organizational Strategies 90
- Key Ideas 91

Chapter 6 Flexibility and Efficiency in Studying 95

- Background Knowledge and Interest 97
- Characteristics of Textbooks 97
 - New Terminology 99
 - Major Ideas and Emphases 99
 - Text Organization 99
 - Use of Typographical and Instructional Aids 100
 - Assumptions About Background Knowledge 100
 - Tests 101
 - Application Exercises (DTT)* 101
 - Application Exercises (Your Courses)* 101
 - Application Exercises for Textbook Characteristics* 103
- Developing Reading-Rate Fluency and Flexibility 105
- Reading Habits that Slow You Down 106
 - Are You an Auditory Reader? 106
 - Do You Regress During Reading? 107
 - Do You Move Your Eyes at One Speed? 108

Strategies to Increase Fluency	109
Increasing the Speed of Your Eye Movements	109
Key-Word Reading	110
Phrase Reading	111
Push Yourself to Read Faster	112
Flexibility	115
Key Ideas	117
<i>Application Exercises (DTT)</i>	117
Selection from a Magazine: "The Date Who Rapes"	118
<i>Application Exercise for "The Date Who Rapes"</i>	121
Selection from a Magazine: "Malcolm X"	123

Part II Developing the BCA's of College Reading and Study Strategies 129

BCA's: A Method of Efficient and Effective Study	131
Before Reading	131
Staying Connected During Reading	131
After Reading: Studying	131
After Studying: Reviewing	132

Chapter 7 Before You Read 134

Learning Principles	135
Principle 1: "Psych Yourself Up," or Create Interest	135
Principle 2: Use What You Already Know	135
Principle 3: Intend to Remember	136
Principle 4: Anticipate Test Questions	136
Before Reading	137
Activating Prior Knowledge	138
Previewing	138
Set Goals and Formulate Test Questions	139
Memory-Level Questions	142
Higher-Level Questions	142
Selection from a Magazine: "Poison at Home and at Work"	143
Selection from a Magazine: "Unfinished Business: The Toll of Psychic Violence"	148

Chapter 8 Staying Connected During Reading 152

Learning Principles	152
Principle 5: Be Selective and Isolate	153
Principle 6: Create Meaningful Organization	153

Annotate Your Text	154
Annotating: A System of Text Marking	156
Isolating Key Information	157
Using Your Annotations for Test Preparation	159
Key Ideas	160
<i>Application Exercises (DTT)</i>	161
<i>Application Exercises (Your Text)</i>	161
Selection from a Computer Science Text (Annotated): “The Principal Hardware Units”	162
Selection from a Psychology Text : “The Psychology of Memory”	163
Selection from a Physical-Science Text: “Domestic Water Pollution”	164
Selection from a Psychology Text (Annotated): “The Psychology of Memory”	166
Selection from a Physical Science Text (Annotated): “Domestic Water Pollution”	167

Chapter 9 After You Read: Studying 169

Learning Principles	170
Principle 7: Put Ideas in Your Own Words	170
Principle 8: Organize and Reduce the Information	171
Rehearsal Strategies	172
Primary Rehearsal Strategies	172
Mapping	172
<i>Application Exercises (DTT)</i>	174
<i>Application Exercise (Your Texts)</i>	176
Concept Cards	176
<i>Application Exercises (DTT)</i>	178
<i>Application Exercises (Your Texts)</i>	178
<i>Question/Answer</i>	178
<i>Application Exercises (DTT)</i>	180
<i>Application Exercise (Your Texts)</i>	181
Compare/Contrast Charting	181
<i>Application Exercises (DTT)</i>	183
<i>Application Exercise (Your Texts)</i>	183
Time Lines	183
<i>Application Exercise (DTT)</i>	184
<i>Application Exercise (Your Texts)</i>	185
Selecting the Most Appropriate Strategies	185
Secondary Rehearsal Strategies	186
Outlining	186

Summarizing	187
Making a Study Guide	188
Key Ideas	189
<i>Application Exercises (DTT)</i>	189
<i>Application Exercise (Your Texts)</i>	190

Chapter 10 After You Study: Reviewing 191

Learning Principles	192
Principle 9: Further Consolidate or Reduce	192
Principle 10: Monitor Learning	192
Principle 11: Distribute Study Time	193
Reviewing	193
Strategies to Help in Reviewing	194
<i>Mnemonic Devices</i>	194
<i>Imagery</i>	196
<i>Application Exercises (DTT)</i>	197
<i>Application Exercise (Your Texts)</i>	198
The PLAE Model	198
Stage 1: Preplan	200
Stage 2: List	200
Stage 3: Activate	201
Stage 4: Evaluate	203
PLAE Stages 1 and 2 Worksheet	203
Stage 4: Evaluating	205
Conducting Talk-Throughs	206
Key Ideas	208
<i>Application Exercises (DTT)</i>	208
<i>Application Exercises (Your Courses)</i>	210
PLAE Model	211
Preplanning Stage	211
Listing Stage	212
Activating Stage	213
Evaluating Stage	214

Part III Expanding College Reading and Studying Strategies 217

Chapter 11 Taking Notes from Lectures 218

A Modified "Cornell Method"	218
Before the Lecture	219
Staying Connected: Listening to Lectures	222

Staying Connected: Taking Notes During the Lecture	223
After the Lecture	224
Key Ideas	225
<i>Application Exercises (DTT or Your Courses)</i>	226

Chapter 12 Preparing for Examinations 227

General Preparation Guidelines	228
Know the Academic Task	229
Tips on Reviewing for an Exam	229
Objective Tests	232
Pointers for Taking Objective Tests	232
If You Must Guess. . . .	233
<i>Application Exercise (DTT)</i>	235
Essay Tests	238
Preparing for Essay Tests	238
Taking Essay Tests	240
<i>Application Exercise (Essay)</i>	241
Using Key Words in Essays	243
<i>Memory-Level Key Words</i>	243
<i>Higher-Level Key Words</i>	244
<i>Application Exercise (DTT)</i>	244
<i>Application Exercises (Your Courses)</i>	245
Test Anxiety	245
Key Ideas	248
<i>Application Exercise (DTT)</i>	248
<i>Application Exercise (Your Courses)</i>	249

Appendix: Selections from a Variety of Texts 251

Selection from a Psychology Text: "The Psychology of Memory"	253
<i>Vocabulary Exercises</i>	272
<i>Application Exercises</i>	273
<i>Application Exercises for "The Psychology of Memory"</i>	275
Selection from a History Text: "The Stormy Sixties, 1960–1968"	276
<i>Vocabulary Exercises</i>	299
<i>Application Exercises</i>	303
Selection from a Business Text: "Organizing a Business"	305
<i>Vocabulary Exercises</i>	323
<i>Application Exercises</i>	326
Selection from a Physical Science Text: "Pollution and Climate"	327

<i>Vocabulary Exercises</i>	344
<i>Application Exercises</i>	347
Selection from a Biology Text: "The Endocrine System"	349
<i>Vocabulary Exercises</i>	364
<i>Application Exercises</i>	367
Selection from a Computer Science Text: "Computers: What They Do, What They Are, What They Aren't"	368
<i>Vocabulary Exercises</i>	378
<i>Application Exercises</i>	381
Selection from a Humanities Text: "Harrison Bergeron"	383
<i>Vocabulary Exercises</i>	388
<i>Application Exercises</i>	390

Index 391

Understanding College Reading and Studying Demands

I will prepare and someday my chance will come.

Abraham Lincoln

College study demands differ considerably from those of high school. High school often stresses memorizing facts and details, and testing occurs more frequently and covers smaller amounts of course material. College stresses higher-level thinking skills. Testing occurs less frequently (perhaps only two or three times a term), and students must learn and remember large amounts of new information. Therefore, college students who continue to use the same reading and studying strategies that they used in high school may learn inefficiently and ineffectively.

Many of you may not have any idea of what your reading and studying habits are. Because self-awareness is the key to improvement, whether in reading or anything else, the first step in developing effective strategies for college learning is to become aware of your own strengths and weaknesses. The three assessment tools in Chapter 1 can give you valuable information and help you to assess your knowledge of what college studying entails. The first chapter also discusses the reading journal, another tool for evaluating your awareness of what happens as you read as well as your level of comprehension. Remember, only self-evaluation, followed by motivation, will help you to develop reading and studying strategies that will contribute significantly to your success at the college level.

Chapter 2 will give you a jump start in becoming a more efficient and effective learner. This chapter not only provides valuable suggestions that should become an important part of studying for every class but also gives you an overview of the principles that guide effective studying. In addition, this chapter introduces you to the **BCA**'s of studying—what you do **B**efore reading; how you stay **C**onconnected during reading; and what you do **A**fter reading and studying. These ideas will be discussed in greater detail later in the text.

Chapter 3 addresses the issue of motivation in detail. Perhaps more than