DEVELOPING TEXTBOOK THINKING

THIRD EDITION

SHERRIE L. NIST

WILLIAM DIEHL

DEVELOPING
TEXTBOOK
THINKING

Strategies for Success in College

THIRD EDITION

Sherrie L. Nist
University of Georgia, Athens

William Diehl
Michigan State University

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 strate-
gies. 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 stu-
dents 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 monitor-
ing. 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 stragegies
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 learn-
ing theory and research on study stragegies 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 learn-
ing 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 lec-
ture notetaking. This information was added so that students could get a pre-
view 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 exten-
sively 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 After 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

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.

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S. L. N.

W. D.

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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 Before you read, staying Connected during reading, what your do After you read, and what you do After 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** (Preplan, List, Activate, and Evaluate) 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 you 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.

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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**onnected 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

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