Second Edition

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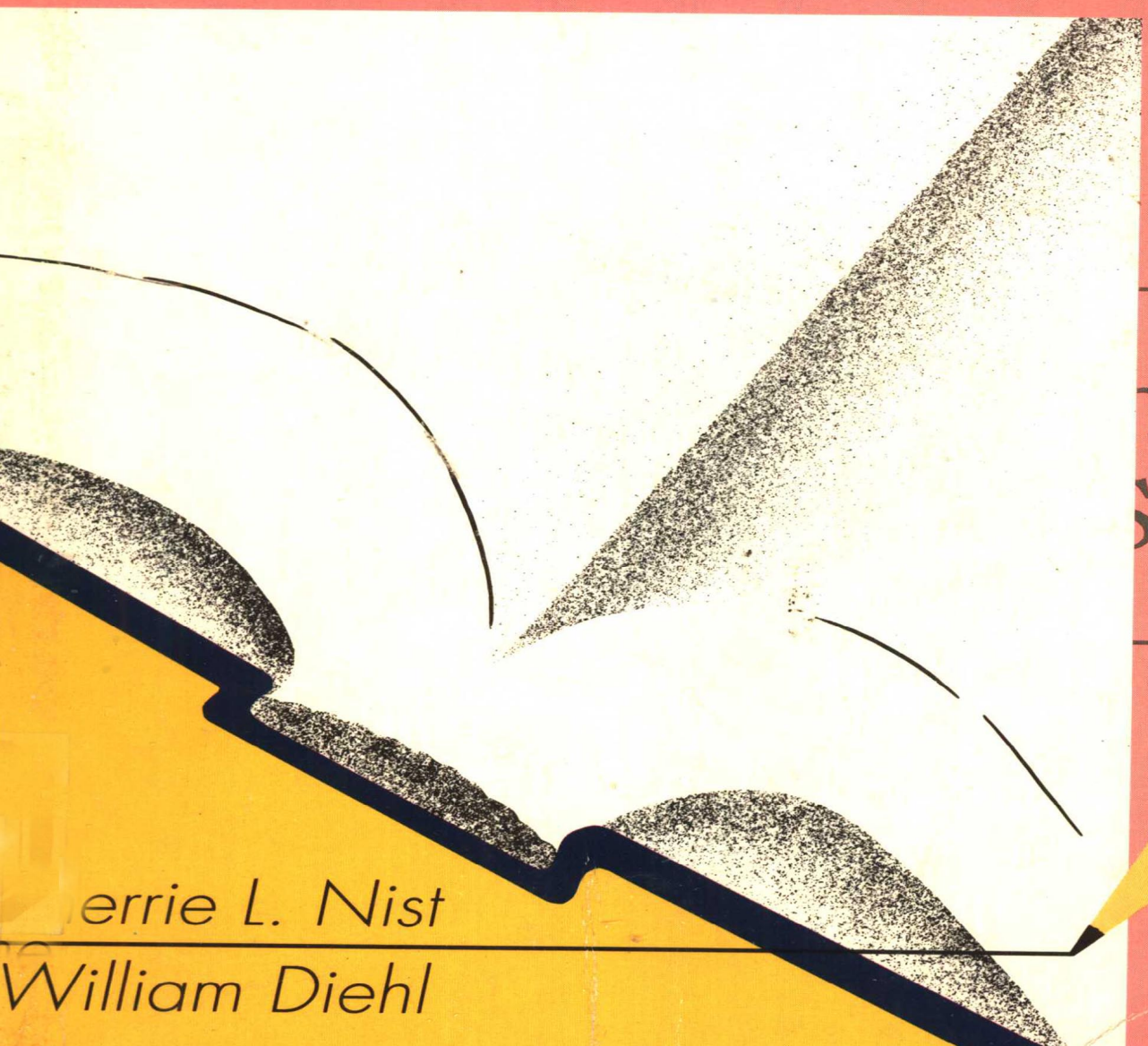

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DEVELOPING TEXTBOOK THINKING

Strategies for Success in College

Second Edition

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PREFACE

To the Instructor

In this second edition of *Developing Textbook Thinking (DTT),* we have maintained our basic philosophy that in order for students to be successful in college, they need a variety of learning and study strategies. As with the first edition, we assume that the students who use this text have learned to read; *Developing Textbook Thinking* 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 *Developing Textbook Thinking* is that what students do before and after reading is as important as 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 second edition is the strong emphasis placed on rehearsal. 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 numerous changes in the content of the text. These changes were prompted as we received feedback from several different sources. First, students who used the first edition of *Developing Textbook Thinking* provided valuable comments about the strategies they found most helpful. Second, the reviewers—instructors who work with students across the country from 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 been expanded to include complete chapters on *motivation* (Chapter 2), *time management* (Chapter 3), and a chapter titled "Tricks of the Trade" (Chapter 4) that includes miscellaneous hints helpful to college students. Chapter 5 discusses *textbook characteristics* and the student's *reading rate,* addressing the ideas of both flexibility and efficiency in studying.

In Part II, Developing College Reading and Studying Strategies, we have traded in the tedious and time-consuming SQ3R method used in the first edition for a more streamlined and up-to-date studying system. This system, titled PROR (*P*reread, *R*ead, *O*rganize, and *R*eview), has built-in metacognitive and self-testing elements that students have found more efficient and effective than SQ3R. We have taken the strongest elements of SQ3R and combined them with the latest research and theories on learning to devise a powerful studying system.

Part III, Expanding College Reading and Studying Strategies, now includes more comprehensive information on taking lecture notes in a variety of classes and in preparing for examinations. An important addition to this section is *PORPE* (*P*redict, *O*rganize, *R*ehearse, *P*ractice, and *E*valuate), a structured strategy for preparing for essay exams. The *vocabulary* chapter (Chapter 12) provides a more generative approach to increasing vocabulary and has been expanded to include dictionary use. The vocabulary exercises are still tied to the chapters in the Appendix. All of these exercises provide practice in using both context and structure.

We are particularly pleased with the text chapters in the Appendix. Note that these chapters are from a variety of disciplines, and include such diverse content areas as computers, the arts, and business. Although instructors may not be able to use all of the chapters in one term, the diversity of the chapters should meet the needs of most students and colleges. As with the first edition, the Application Exercises at the end of each chapter in *DTT* apply to Appendix chapters so that students can use them to practice the strategies presented. As such, students learn that the strategies that work for the psychology chapter probably will not work for the chapter on the arts.

One final change deserves mentioning. Each chapter now begins with a *graphic organizer* or skeletal map, and ends, as before, with the *Key Ideas* section. By beginning each chapter with a graphic organizer, students see the important concepts that are presented as well as how they are organized right from the beginning. This should help them to remember and learn the strategies more easily.

The Instructor's Guide to *Developing Textbook Thinking,* with valuable information on the effective use of our text, is divided into four parts. Part I, What Makes *Developing Textbook Thinking* Successful?, discusses the philosophy and organization of the text. In Part II, Effective Use of *Developing Textbook Thinking,* we emphasize the importance of direct instruction and instructor modeling. Part III contains exams for the seven chapters from the Appendix. Part IV provides answers to those exams as well as answers to the vocabulary development exercises from Chapter 12.

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.

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Also, highly motivated students outperform those with low motivation across all ability levels.

The purpose of the second 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, Second 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 "tricks of the trade" concerning what it takes to be successful in college, discusses how texts from the humanities, social sciences, and physical sciences differ, and presents techniques for developing reading-rate flexibility.

Part II, Developing College Reading and Studying Strategies, focuses on an approach called PROR—*P*reread, *R*ead, *O*rganize, and *R*eview. 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 students become more goal-directed in their 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. You are given helpful hints for preparing for both objective and essay exams and are shown the CDSS method of vocabulary development which focuses on *c*ontext, *d*ictionary use, word *s*tructure, and *s*ounding out words.

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 second edition are a direct result of what we have heard from our students. It was through our students that we initially discovered the need for such a text, and over time we have revised it to add information that they have found useful. In this edition, we have tried to listen to both their praise and their complaints to make this text better. 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, Second 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.

ACKNOWLEDGMENTS

The continued evolution of *Developing Textbook Thinking* has involved numerous individuals. In this second edition, we have drawn on the expertise and help of many people. First and foremost, we would like to acknowledge the thousands of students with whom we have worked. They have provided us with more feedback and assistance in completing this second edition than anyone else. We continue to be encouraged by the excitement they feel as they try out new strategies to expand their studying abilities. They have told us what they liked and didn't like and have identified the strengths and weaknesses in the first edition better than we could ever have done. Of course we are especially grateful to those instructors at the University of Georgia who, over the last four years, have used the first edition of *Developing Textbook Thinking* and who have commented at length about revision possibilities. A special thanks to Michele Simpson, a colleague and friend, for her input.

We are also grateful to those individuals who reviewed *Developing Textbook Thinking* prior to beginning the revision process. The comments of Ronald Topham, Brookdale Community College; Rhonda Atkinson, Louisiana State University; Nancy Tooker, California State University, Sacramento; Daniel Stenberg, Southwestern Michigan College; and Mitye Richey of Pittsburgh, Pennsylvania, were extremely helpful because they, too, reflected what students across the United States have found most and least helpful about the text. We feel that the second edition is much stronger as a result of their valued input. We incorporated as many of their suggestions into the new edition as possible.

We would be remiss if we did not thank profusely all those at D. C. Heath who believe in the philosophy we espouse in this text. We are especially grateful to Paul Smith for not only supporting this project, but also for "gently prodding" us to get the second edition finished! We also thank Paul for supporting some major and many minor revisions in this edition; we believe the revisions have made this textbook the most comprehensive and current in the field.

Finally, we owe a special thanks to our families for their love, encouragement, and support. So to Steve and Kama, Beth, David, and Amy, thanks for putting up with us.

S. L. N.

W. D.

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PART I

Understanding College Reading and Studying Demands

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, for college students to continue to use the same reading and studying strategies that they used in high school may make their learning inefficient and ineffective.

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 addresses the issue of motivation in detail. Perhaps more than any other factor, motivation can determine how successful you will be in college. This chapter focuses on reasons why students may not be motivated and provides some suggestions for improving motivation. As you read Chapter 2, keep in mind that a high degree of motivation makes up for academic weaknesses; the opposite, however, is usually not true. All of us have known

people who were very smart, but not motivated. Students who fall into this category tend to drive teachers crazy!

Time management, another crucial aspect of being a successful student, is discussed in Chapter 3. Students are busy people and as such need a certain degree of structure to their daily lives, whether they want it or not. Those who plan a term schedule, in addition to more task-specific weekly schedules and daily "To Do" lists, tend to accomplish more in shorter periods of time. Such students have more, rather than less, time for fun activities. In Chapter 3, you will see how to budget your time more effectively so that you have enough time each day to accomplish all your goals.

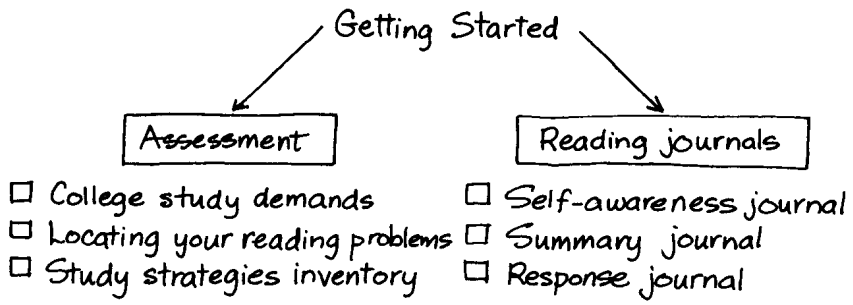
Chapter 4, entitled "Tricks of the Trade," provides a trove of suggestions to help you handle college life more efficiently. Hints on forming study groups, staying healthy, and utilizing campus resources are but a few of the ideas discussed in this chapter. These hints should help you to plan how to handle certain situations before they occur.

Finally, Chapter 5 provides strategies to help you be more flexible and efficient in your studying. Ideas for assessing your own background knowledge and the learning tasks posed by your courses and textbooks are discussed, along with suggestions for adjusting your study strategies and reading rates. Lastly, the chapter provides methods for increasing your reading efficiency.

By the time you complete Part I of *Developing Textbook Thinking*, you should have a good idea of what kind of reader you are and what you need to do to become a more efficient and effective student. Right from the start, develop the motivation to want to develop your skills. This text can provide the awareness of what you need to do, and the techniques for doing it; *you* must provide the motivation.

CHAPTER 1

What You Have to Do



This text is designed to help you to evaluate your reading and learning abilities and expand those abilities, build upon them, and use them to learn how to study and to think effectively in college-level courses. By using the strategies outlined here, you can better draw from your own prior knowledge and experiences to make learning easier. You will also learn how to monitor your learning progress to make test preparation and studying more effective. *Developing Textbook Thinking* exposes you to principles, techniques, and exercises that show you how to use your abilities to meet a variety of college study demands.

But merely reading this text certainly will not be enough. You must practice applying the techniques again and again, because the reading and studying demands in college are very different from those in high school. Not only is there more material to read and study in college, but expectations about what you should gain from your studying differ, as well. High school stresses facts; college courses stress concepts, theories, and understanding events. You are responsible for taking a wide range of information, analyzing it, criticizing it, applying it to new situations, and then putting it into a meaningful form. In short, in college there is a close relationship between

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