

College Study Skills

FIFTH EDITION

SHEPHERD

COLLEGE STUDY SKILLS

FIFTH EDITION

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(Credits continued on page 320.)

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Preface

College Study Skills teaches the study and test-taking skills that are needed for success in college and it promotes the improvement of reading comprehension and analytical skills. Written in a supportive tone and in language that is easy for almost all college students to understand, it contains more than one hundred practical exercises that help students to acquire skills through practice. *College Study Skills* in its various editions has been used with great success by thousands of students, both in classes under the supervision of instructors and in other settings, including learning centers and skills laboratories.

Improvements in the Fifth Edition

This new Fifth Edition of *College Study Skills* includes updated exposition, improved exercises, and many other changes.

Organizational Changes. The book is now organized into five parts rather than four.

- Part 1, "Plan to Succeed," orients students to college life and study skills instruction.
- Part 2, "Use Time Wisely"—new to this edition—explains how to make better use of time by setting goals, scheduling time, and increasing ability to concentrate while studying.
- Part 3, "Learn Organizational Skills," develops analytical and organizational skills that are the foundation for underlining, making notes, and other study tasks. The exercises in this part have been redesigned so that they are now printed on fewer pages.
- Part 4, "Study for Tests," explains how to take good class notes, survey before reading, underline or highlight books, make notes of information in books, anticipate test questions, and recite and rehearse in preparation for tests.
- Part 5, "Do Well on Tests," explains methods for answering true-false, multiple-choice, matching, fill-in, and essay questions. Chapters have been combined so that this part now contains seven rather than nine chapters.

New Chapters. Four chapters are new to this edition.

- Chapter 5, "Improve Your Memory," provides background for study skills instruction by explaining the three stages of memory, the information-processing model of memory, and forgetting theory.
- Chapter 6, "Understand Your Learning Style," explains learning strategies and learning styles and offers students an opportunity to assess the study strategies they use.

- Chapter 7, "Deal with Stress," discusses sources of stress, symptoms of stress, and how to cope with stress.
- Chapter 9, "Work Toward Goals," shows how goals give direction to life and it suggests how to write and work toward them.

Expanded Instruction. Additions have been made to the instruction in most chapters, including the following:

- Chapter 2, "Do Your Best," now includes suggestions about selecting a curriculum, building a reference library, doing extra-credit work, participating in class, and establishing good relations with instructors.
- Chapter 8, "Use the Library," now includes an explanation of electronic data base searches.
- Chapter 10, "Manage Your Time," teaches how to analyze demands on one's time and it gives more suggestions for making better use of time.
- Chapter 11, "Increase Concentration," relates suggestions in Chapter 6, "Understand Your Learning Style," to strategies for increasing concentration.
- The formats for exercises in Chapter 12, "Learn to Label Outlines," and Chapter 13, "Make Well-Organized Outlines," have been redesigned to be printed on fewer pages.
- Chapter 14, "Use Effective Study Methods," provides a more comprehensive overview of the study process and a means for students to compare their study strategies to the ones prescribed by the SQ3R and SOAR study formulas.
- Chapter 16, "Survey Chapters," includes explanations about how photographs, cartoons, and circle graphs are used in textbooks.
- Chapter 20, "Remember and Recall Information," is revised to reflect the information about memory in Chapter 5; it relates rehearsal and retrieval cues to the learning process and discusses additional aids to recitation and rehearsal.
- Chapter 21, "Strategies for any Test," includes additional information about test anxiety and a checklist for students to analyze their anxiety.

Other Changes. Other prominent changes in this Fifth Edition of *College Study Skills* include the following:

- The textbook chapter in the appendix is used as the basis for improved exercises in surveying (Chapter 16), marking books (Chapter 18), making notes for books (Chapter 19), reciting and rehearsing (Chapter 20), and taking tests (Chapter 21). Both the Instructor's Resource Manual and Chapter 21 contain tests based on information in this chapter.
- Words in the textbook selections in Chapter 18 that may be unfamiliar to students are underscored in blue and they are defined in the Vocabulary List on pages 308–315. A test based on these underscored words is provided in the Instructor's Resource Manual.

The book concludes with an appendix which contains an entire textbook chapter, a vocabulary list, a glossary, an index, forms for keeping records of assignments, and forms for study schedules.

Teaching Suggestions

The chapters are arranged in a logical teaching sequence, but they are written so that students can study one of them without first having studied any others. Thus, skills may be taught in any sequence that a teacher prefers. I recommend, however, that students be taught the labeling system for outlines in Chapter 12 before they are asked to make well-organized outlines in Chapter 13. Also, it would be extremely helpful to students if they read about basic study procedures in Chapter 3, memory in Chapter 5, and effective study methods in Chapter 14 before they study Chapters 15–20, which explicate the steps in the study process.

Instructor's Resource Manual

College Study Skills is accompanied by a manual for instructors which contains teaching suggestions, quizzes, tests, and a complete answer key to exercises. The manual is printed on 8½-by-11-inch paper to facilitate duplicating materials in it for classroom use.

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In writing this revision I was inspired by the continued interest in this book, which had its beginning in materials I created to teach students at Queensborough Community College—my academic home for more than twenty years.

I want *College Study Skills* to be as useful to you as I can make it. If you write to me to let me know what I should or should not change when I prepare the sixth edition, I will answer you. Address your letter to James F. Shepherd, c/o Marketing Services, College Division, Houghton Mifflin Company, 222 Berkeley Street, Boston, Massachusetts 02116.

J.F.S.

To the Student

The skills you will learn about in *College Study Skills* are the ones that thousands of college students told me helped them most to do well in their courses.

You may, at first, find it difficult to believe that you should modify your study procedures in the ways that are recommended in this book. If so, read Chapter 5 and Chapter 20 to understand what you must do to remember all the things you will be required to learn in college. Those chapters should help you understand that the study strategies I suggest can help you do your best in college and learn more in less time!

Also, I hope you will carefully work out the exercises that are provided in this book, even the ones that aren't collected by your instructor. Then, when you study or take tests, practice using the skills you have learned in this book. If you do these things, I believe that your chances for earning a degree will be greatly enhanced.

It is not possible to learn, all at once, everything in *College Study Skills*. When you have a study problem, consult the table of contents at the beginning of the book or the index at the end. For instance, if you know that you must answer multiple-choice questions for a test, consult the index to find where multiple-choice questions are discussed, and study those pages.

As soon as possible, read the chapters about how to do your best in each course (Chapter 2), how to use effective study methods (Chapter 14), and how to take good class notes (Chapter 17). These chapters explain information that is essential for you to know in order to succeed in each of your courses.

I would enjoy knowing your reactions to *College Study Skills*. If you take the time to write to me, I will take the time to answer you. Address your letter to James F. Shepherd, c/o Marketing Services, Houghton Mifflin Company, 222 Berkeley Street, Boston, Massachusetts 02116-3764.

I sincerely hope that you use what you learn in this book to do your best in school. I—and many others you have never met—want you to enjoy the benefits of a college education.

J.F.S.

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PART

I

Prepare to Succeed

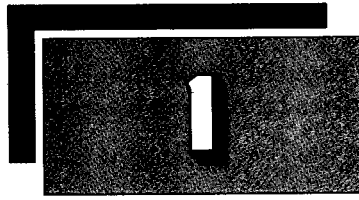


Preview of PART I

This first part of *College Study Skills* explains basic methods you may use to successfully pursue a college education.

- Chapter 1, "Adjust to College," suggests ways to make a smooth transition to college life.
- Chapter 2, "Do Your Best," summarizes procedures used by successful college students.
- Chapter 3, "Understand Degree Requirements," helps you learn about the academic standards at your school.
- Chapter 4, "Find Help If You Need It," discusses sources of help that are available to you in case you have academic difficulty.
- Chapter 5, "Improve Your Memory," explains how memory functions and how it can be improved.
- Chapter 6, "Understand Your Learning Style," gives you an opportunity to analyze your study procedures.
- Chapter 7, "Deal with Stress," includes suggestions for adapting to and coping with stress.
- Chapter 8, "Use the Library," is an introduction to library facilities and services.

If this is your first year in college, you will probably find a great many facts about college that are new to you as you study these eight chapters in Part I.



Adjust to College

The first weeks of college may be disturbing to you—they are for most students. You will need to make new friends, and you will have new teachers to get used to. You will need to learn where classrooms are located and to find the easiest way to travel from one place to another. You will want to buy your books, plan where you will study, and schedule when you will study. Also, you may feel uncomfortable because you don't know the difference between a *bursar* and a *registrar* or where to go for help if you have a problem.

This chapter suggests some basic ways to adjust to college life, and it explains the meanings of some important words you may not know.

Free Time

Some of the most noticeable differences between high school and college are that in college your report card is not sent home to your parents and you are not required to go to study hall or to carry a hall pass. In addition, you probably will not have classes scheduled every day, and you may sometimes have long breaks between classes. You will be responsible to decide what you will do during the time that you are not in classes.

This is why *College Study Skills* provides many ideas for making effective use of time. Chapter 10 explains basic strategies for managing time, Chapter 11 gives suggestions for making better use of time by increasing concentration, and Chapter 7 describes methods for coping with stress that interferes with your ability to use your study time well. In addition, Chapters 14–20 teach study techniques that you may use to learn material more thoroughly and quickly.

Textbooks

Another way that college differs from high school is that college students must buy their own **textbooks***. Some students encounter unnecessary difficulty because they wait too long to purchase required books or because they try to get by without buying the books they need.

*Boldface terms are defined in the glossary on pages 316–320.