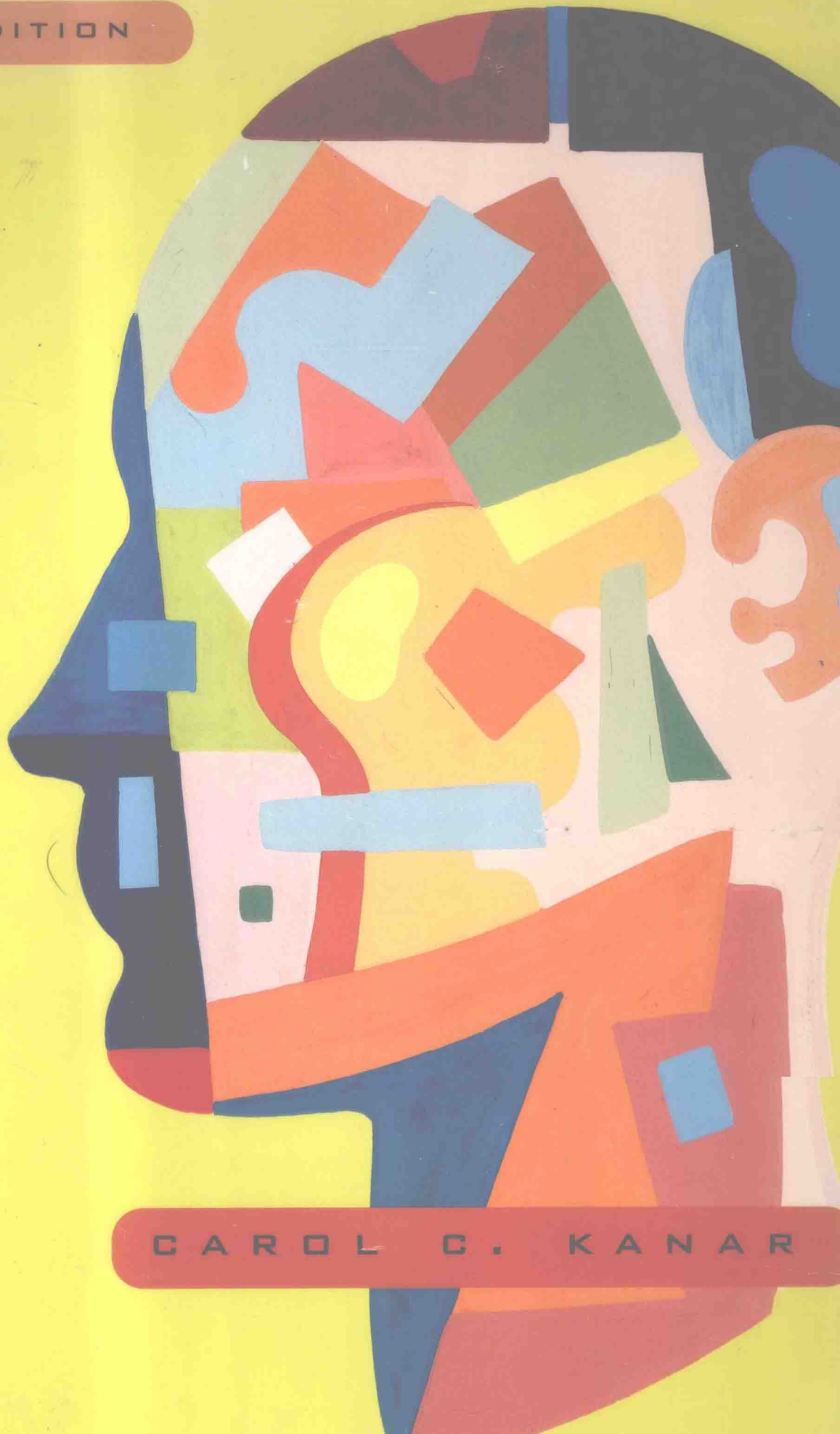


THIRD EDITION

THE CONFIDENT STUDENT

CAROL C. KANAR



THIRD EDITION

The **C**ONFIDENT STUDENT

Carol C. Kanar

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Assistant Editor: Melissa Plumb
Project Editor: Gabrielle Stone
Senior Production/Design Coordinator: Jennifer Waddell
Senior Manufacturing Coordinator: Priscilla Bailey

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Preface

The Confident Student, Third Edition is informed by my abiding desire to help students gain confidence in their ability to learn and succeed in college and beyond. Almost thirty years of teaching study skills, reading, and English courses have convinced me that confidence comes from knowledge of oneself as well as through the acquisition of vital skills. Therefore, this book has a dual focus that combines thorough treatment of a wide range of practical, immediately applicable study skills and critical thinking strategies with an equally important emphasis on self-discovery and self-management to help students meet the challenge of college, life, and work.

Because of this combined emphasis, *The Confident Student* is suitable for study skills courses, orientation courses, and student success courses taught either in traditional classroom settings or in labs or learning centers. The book's wide array of special features and lively, open format make it especially attractive to students. Since many students are visual learners, the instructional material includes a wealth of illustrations, photographs, tables, charts, and other visual aids to engage and sustain their interest.

Coverage and Organization

The seventeen chapters of the Third Edition have been reorganized into three parts to flow more naturally from less difficult topics, cognitively, to the more challenging ones. The six chapters of Part 1 address students' affective characteristics. The six chapters of Part 2 address students' academic skills, and the five chapters of Part 3 address critical thinking strategies. While this organization suggests a possible sequence that can be followed, no single order is correct for all classes. Instructors are free to pick and choose chapters from each part based on the mix of affective characteristics, academic skills, and critical thinking strategies that they think their students need. Topics and concepts are carefully cross-referenced throughout the text so that there is no loss in continuity no matter what sequence is observed.

After listening to comments and suggestions from my colleagues who have used the Second Edition and who desired a shorter text, I decided to move Chapter 9, "Developing Your Vocabulary" and Chapter 15, "Using Your Library and Doing Research," out of the Third Edition and into the *Instructor's Resource Manual*. Thus, instructors who still may want to use these chapters are free to make copies of them for their students.

New to the Third Edition is a more pronounced focus in every chapter on workplace know-how: specifically on the foundational skills and workplace competencies identified by SCANS (Secretary's Commission on Achieving Necessary Skills). The Third Edition's inside front cover contains a quick-reference chart that correlates chapter objectives and the keys to success in college to workplace competencies. New material in

every chapter of the Third Edition now more visibly helps students make the transition from college to work. As we move into the twenty-first century, not only do we need to help students be successful in college, but we also need to help them prepare for the future.

You will also find that many of the exercises and examples in the Third Edition have been updated not only to make them more current, but to provide a more focused learning experience. For example, icons identify exercises in each chapter that address learning styles and collaborative learning.

Part 1: Becoming a Confident Student invites students to assess their academic strengths and weaknesses and discover and learn how to use their learning styles, develop an internal locus of control, set realistic goals, use a problem-solving procedure, and improve listening, note taking, and oral presentation skills. Also, students enter into a discussion of how they can use their college's resources, not only for academic but also for personal success, and maintain their health and well-being. In addition, Part 1 shows students how to use their time more effectively to accomplish their goals, how to make and follow schedules, and how to avoid procrastination.

Part 2: Studying with Power and Confidence introduces students to a range of study techniques to help them better organize information and make study guides according to their personal learning style preferences. It shows them how to adapt the proven study system, SQ3R, and introduces a new system, PREP, for reading skill-development texts such as those used in math and language courses. This part also focuses on two reading strategies to help students determine what is important in a textbook chapter and how to mark and annotate material. Mapping and outlining strategies for organizing information into study guides are introduced as alternative systems for students to consider. Part 2 addresses concentration, learning, and memory, and explains how students can take control of these processes. Finally, Part 2 explains how to prepare for tests of all kinds, and how to develop a test-taking routine to ensure optimum performance.

Part 3: Learning to Think Critically challenges students to think beyond the surface of the issues and content they will encounter in college. At the same time, students learn how to use critical thinking strategies to help them better process the information they are learning, thus helping them to actually *learn* better. The significant cognitive skills of reading, writing, and researching are explored in the process, building on the perspectives from which *The Confident Student*, Third Edition promotes the concept of active learning. The last two chapters outline special strategies for meeting the challenges of two disciplines that often pose the greatest difficulty for students: math and science. WHISK, a method for solving word problems, is a technique students can apply immediately to their math study.

Special Features

Awareness Checks are brief checklists or assessment questionnaires designed to orient students to a chapter or discussion. Fourteen chapters contain at least one Awareness Check; three chapters contain two or more. These Checks help students become aware of what they already know about a topic and their attitude toward it. Answers and explanations follow each Awareness Check. They could become a focus for class activity followed by discussion, or students can use them to prepare for the next day's assignment. The four Checks in Chapter 1 are especially useful in helping students determine their learning style.

Confidence Builders in every chapter supplement topic discussions by reporting on current research, introducing another method for solving a common study problem, or examining a related topic. The purpose of Confidence Builders is to interest and motivate students to succeed. The Third Edition contains several new Confidence Builders that address job and career skills.

Computer Confidence boxes in Chapters 3, 4, 8, 15, and 16 show students how to use personal computers as a study aid to improve time management, organize notes, draft and revise essays, create glossaries of specialized terms, make study guides, and prepare for math tests. The suggestions are simple and easy to follow so that students who have access to a computer either at home or in a lab can use them right away to enhance their study skills.

The pedagogical foundation is enhanced with *Critical Thinking Application* exercises. Each chapter contains at least one such exercise, designed both to prepare students for the concepts presented in Chapter 13, "Using Critical Thinking Strategies," and then to reinforce these principles, applying them to content throughout the text. Students will learn to integrate critical thinking naturally into their approach to studying and classroom interaction, as they continually are asked to question, more fully process, and consider different viewpoints surrounding the issues and concepts presented. In the Third Edition, the pedagogical foundation is further enhanced with learning objectives that are now more visible. They appear as bulleted lists on the first page of each chapter. The objectives are related to the four keys to success explained in Chapter 1 and to the SCANS skills, making it easy for students to see that what they are learning has applications both in college and beyond.

Instructional Approach and Learning Tools

The *Skill Finder* on pages xix–xxi is an excellent point of entry for this book. It introduces key study skills in checklist form, roughly following the organization of the text. The Skill Finder provides a quick assessment of the student's strengths and weaknesses that is fleshed out by more detailed questions in the Awareness Checks. It also provides an overview of the text and will reassure students that they can find help for any difficulties they may already be experiencing in their course work. The SCANS Quick Reference Chart on the inside front cover provides additional support.

The Confident Student, Third Edition speaks to readers simply and directly in a friendly, non-intimidating tone. Students undoubtedly will

find themselves in these pages among the numerous *examples of typical college students* who experience common difficulties and resolve them by trying out the strategies suggested in the text.

Exercises are interspersed with discussions of concepts and strategies throughout each chapter so that students can practice applying new knowledge while it is fresh in their minds. In the Third Edition, many of these exercises have been redesigned to be used as the basis for collaborative work, and they are identified by an icon. Learning Styles exercises, too, are identified by an icon.

The *Instructor's Resource Manual* that accompanies the book is an additional resource for collaborative activities. Candy Ready of Piedmont Technical College has contributed exercises used successfully with her own students, greatly bolstering the emphasis on interactive learning running throughout the text. For the Third Edition, Ready updated these exercises to address workplace skills.

Summaries near the end of every chapter focus attention on essential information and provide either a quick preview or a review of chapter material. Each summary includes a concept map or other graphic aid that overviews the chapter's main points. In the Third Edition, Summaries are interactive. For example, maps and charts are only partially filled in for students to complete.

Your Reflections at the end of each chapter is a new feature. This activity poses several questions for students to think about and respond to in writing. Students are asked to assess their progress and to reflect on what they have learned and how they can apply it.

Ancillaries

The *Instructor's Resource Manual* that accompanies *The Confident Student* contains an answer key for appropriate exercises and chapter-by-chapter suggestions on how to use various elements in the text in a classroom or lab. Also included are sample course syllabi, a brief bibliography, and a set of reproducible masters for overhead transparencies and handouts to supplement information contained in the chapters. Additional collaborative activities are provided in the Third Edition. Candy Ready, Piedmont Technical College, has prepared these exercises in worksheet format, helping ease instructors' use in the classroom. New to the Third Edition are sections on how to integrate SCANS workplace competencies with your course objectives and how to use portfolio assessment for student success. Also new are exercises that can be duplicated and used with Houghton Mifflin's Student Success Roundtable Discussion videotapes.

Acknowledgments

I want to thank everyone who helped me in writing this text: my husband, Stephen P. Kanar, for providing the encouragement and support I needed to complete this book; my family, friends, and colleagues who also encouraged me.

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guidance through two editions of this book. I am indebted to the entire family of Houghton Mifflin editors and others who contributed to the development, design, and production of *The Confident Student*, Third Edition. Thank you, everyone.

I want to acknowledge the contributions of West Cambridge Associates in formulating the Computer Confidence features and selected exercises, and Dr. Clara Wajngurt of Queensborough Community College for her help and suggestions on math study skills, and D. J. Henry of Daytona Beach Community College for sharing her expertise in portfolio assessment and reflective writing. The following reviewers who read my manuscript and provided me with many excellent suggestions for developing *The Confident Student*, Third Edition into its present form deserve special thanks:

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Finally, I am deeply grateful to my students, for without them I wouldn't have been inspired to write this book.

CCK

To the Student

A new book, like a new semester or quarter, is a new beginning. On the first day of class, everything seems possible. And if you use this book well, starting right now, *The Confident Student*, Third Edition can help you translate your dreams of success into reality, all the way up through graduation and beyond.

You and *The Confident Student*

This book is designed to help you discover the ways in which you learn most easily and most enjoyably, and to help you define your own goals and preferences as you embark on your college career and look ahead to life and work in the future. It includes thorough discussions, illustrations, and easy-to-understand suggestions on ways to develop all the skills you will need to perform well in your classes and build confidence in your ability to learn.

Some sections contain so many ideas for strengthening a particular skill that you might feel overwhelmed at first. As you read each discussion, keep in mind that you can try out as many or as few ideas as you like to see whether they work for you. You will develop the best ways for *you* to study as you adapt the ideas in this book to suit your own needs and personal learning style.

How to Use This Book

To make the most of this book begin with the Skill Finder on pages xix–xxi. Use it to get an idea of what the book covers, to discover which of your study skills might need improvement, and to note which parts of the book you might find most useful. When you begin your assignments, read each discussion carefully, take all of the Awareness Checks to construct a complete profile of your skills and interests, follow the suggestions in the Confidence Builders and Computer Confidence boxes to expand your learning horizons, and do the chapter exercises to reinforce your grasp of each skill.

Follow your instructor's syllabus and complete the chapters he or she suggests, but don't be afraid to skip around. Turn to the Table of Contents for an overview of the topics this book covers.

The Confident Student, Third Edition is a book you will want to keep on your reference shelf when you've finished the course in which you are using it. You can take advantage of all its tools and special features to refresh your knowledge of important skills as you face new challenges in more advanced courses or even after graduation.

Make It a Better Book

When you've completed your course, I'd really like to know your opinion

of *The Confident Student*, Third Edition. Tell me what works and what doesn't work for you; suggest ways that I could make improvements. Write to me at the following address:

Carol C. Kanar
c/o Houghton Mifflin Student Success Programs
215 Park Avenue South
New York, NY 10003

Skill Finder

This questionnaire is designed to give you an overview of *The Confident Student* and an opportunity to determine which skills you need to develop or improve. Read each statement. If the statement applies to you, check YES. If the statement does not apply to you, check NO. See the end of the questionnaire for instructions about how to interpret your results.

YES NO

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Motivating Yourself

1. I know what my basic skill strengths and weaknesses are.
2. I know what my learning style is, and how to use it.
3. I am able to adapt to others' teaching and learning styles.
4. I am able to keep myself motivated.

Setting Goals and Using Resources

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

5. I usually have a goal I am trying to reach.
6. I have no trouble making decisions about which courses I should take.
7. I know what courses are required at my college.
8. I have a college catalog, and I check it often to keep up with important dates and deadlines.

Listening and Note Taking

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

9. When I am listening to a lecture, I do not become distracted.
10. I know the words to listen for in a lecture that will tell me what is important.
11. I usually take notes during class.
12. When I take notes, I am able to keep up with the lecturer.

Time Management

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

13. I know how to manage my time.
14. I almost always arrive on time for classes.
15. Only sickness or emergency prevents me from coming to class.
16. When I have a lot of studying to do, I have no trouble getting started.

Memory and Concentration

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

17. I can usually remember what I've studied well enough to get good grades on tests.
18. I associate new material to be learned with what I already know.

YES

NO

☐☐☐☐☐☐**19.** I have a certain place where I do most of my studying.**20.** I am not easily distracted when there is something I need to study.**21.** I do not hesitate to ask questions in class.

Using Textbooks Effectively

☐☐**22.** Before I read a chapter, I look it over briefly to see what it is going to be about.☐☐**23.** I am able to follow the writer's ideas in a textbook chapter.☐☐**24.** I am able to maintain my interest in what I read.☐☐**25.** I read chapter headings and turn them into questions I can answer as I read.☐☐**26.** I always take a few minutes to examine the tables and other visual aids in chapters I read.☐☐**27.** I use mapping techniques to organize information.☐☐**28.** I almost always underline or highlight my textbooks.☐☐**29.** I make notes from my textbooks to help me study.☐☐**30.** I review my notes before and after class.☐☐**31.** I keep a list of special terms and definitions of words I need to learn for my courses.

Preparing for and Taking Tests

☐☐**32.** I usually know what to study for tests.☐☐**33.** I am almost always prepared for tests.☐☐**34.** Taking a test does not make me nervous if I am prepared.☐☐**35.** If I don't know the answer to a multiple-choice question, I use guessing strategies.☐☐**36.** I do not usually run out of time when I am taking a test.☐☐**37.** It doesn't bother me if someone finishes a test before I do.

Critical Thinking

☐☐**38.** Before I attempt to learn anything new, I examine my assumptions about it.☐☐**39.** When I am listening to a lecture, I can usually predict what the lecturer will say next.☐☐**40.** I am good at interpreting, or making sense of, what I learn.☐☐**41.** I am able to evaluate information for its usefulness.

Reading and Writing

☐☐**42.** I know what it means to be an "active" reader.☐☐**43.** I am able to understand and remember most of what I read.☐☐**44.** I know how to plan and write an essay.☐☐**45.** I can usually find and correct my errors.

YES NO

☐☐☐☐☐☐☐☐☐☐

Studying Math and Science

- 46.** I do all math problems at the ends of chapters whether they are assigned or not.
- 47.** In a math course, I usually know why I make the errors I make on tests.
- 48.** I believe I am capable of doing well in math.
- 49.** I know how to prepare for my science class.
- 50.** Remembering information from science textbooks is easy for me.

Count the number of “no” answers for each section. If you have more than one per section, you may want to improve or develop the study skill or skills identified by the section heading. Use the list below to locate the part in *The Confident Student*, Third Edition that covers these skills; see the Table of Contents or Index if you want to locate a specific topic or discussion. Your instructor may ask you to answer these questions again at the end of your course to see what skills you have mastered.

SKILL FINDER	CORRESPONDING PART IN <i>THE CONFIDENT STUDENT</i> , 3RD EDITION
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