



Peter Elias Sotiriou

Integrating College Study Skills

Reasoning
in
Reading,
Listening,
and
Writing

Sixth
Edition



Integrating College Study Skills

*Reasoning in Reading,
Listening, and Writing*

SIXTH EDITION

Peter Elias Sotiriou

Los Angeles City College

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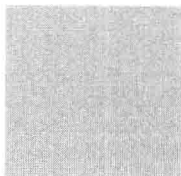
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Preface

New to This Edition

In this sixth edition of *Integrating College Study Skills*, I have once again carefully considered my reviewers' intelligent comments and those of the staff at Wadsworth/Thomson Learning to make this textbook more current and Internet accessible. You will notice that the Internet exercises have been revised and expanded. In this sixth edition, each chapter ends with two Internet activities that ask students to assess material related to study skills and college topics from Web sites and from the *InfoTrac® College Edition*. These Internet activities both enhance what students learn in each chapter and provide needed practice in accessing information on the Internet. I have also included a Web site for this edition in which students can download and print various exercises from most of the chapters.

You will also note that more recent learning research has been incorporated into several chapters. In Chapter 2, the discussion of learning styles has been expanded; and in the exercises in several chapters, there is a greater focus on collaborative learning. In Chapter 10, a new section entitled "The Speaker or Speakers in Small Group Discussions" describes the practices students require in collaborative work in the college classroom.

In Chapter 8, a new section titled "Identifying Fact and Opinion" has been included to expand this chapter on "Reading and Listening for Inferences."

The bulk of the changes in this sixth edition involve revising and replacing the exercises to provide more recent material on which students can practice their study skills. All the exercises in Chapter 5 on business have been replaced with current business topics, and the exercises in Chapter 7 on religion have been replaced and shortened so that students can more easily complete the more demanding exercises on summarizing and paraphrasing. Furthermore, the exercises in Chapter 11 on marketing and consumer behavior have been revised so that the material students complete is more in line with topics currently covered in marketing courses. Finally, two new textbook selections have replaced the older ones in the last section of the textbook "Applying SQ3R to Textbook Material."

Major Features

Although I have made substantial revisions and changes in these exercises, the central features of *Integrating College Study Skills* have been retained since the first edition in 1984. This textbook still moves logically, linking one skill to the next, while the exercises still progress from challenging to more demanding activities. Writing is still the culminating feature in the exercises in most chapters, and careful emphasis on integrating the reasoning

practices of reading, listening, and writing is maintained throughout the textbook. Finally, the thematic focus is evident in most chapters so that students study material that is commonly taught in their college courses.

Integrating College Study Skills, now in its seventeenth year, is a challenging textbook that parallels what students do in college reading, listening, and writing. I hope that, by using this textbook, students will become productive college readers, listeners, and writers as they prepare themselves for the challenges of this new millennium.

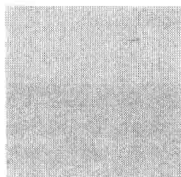
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My thanks go to Elana Dolberg, Executive Manager, College Success, for encouraging me to complete this sixth edition in a timely fashion; M.J. Wright, Assistant Editor, who promptly and cheerfully answered my various questions; Rachel Youngman, Hockett Editorial Service, whose staff meticulously read the manuscript and who carefully moved the manuscript through the various stages of its production; and, as always to my wife, Vasi, and my two sons, Elia and Dimitri, who again respected the blocks of time I needed to complete this project. I am also thankful for the comments made by my reviewers.

Sixth Edition Reviewers. Deena Davis, University of San Francisco; Mary Dorn, State University College of Oneonta; Mary Jean Gilligan, Delaware Technical and Community College; Linda L. Kleeman, Lewis and Clark Community College; Clarence J. Landry, Rockford College; Barbara N. Sherman, Liberty University; and Mikelyn Stacey, Ohlone College.

Previous Edition Reviewers. Catherine Cavataio, Marygrove College; Katherine H. Clark, Linn-Benton Community College; Susan Crow, Texas Tech University; Mary Dorn, SUNY—Oneonta; Carolyn Hopper, Middle Tennessee State University; Virida K. Lester, Tuskegee University; Judith Olson-Fallon, Case Western Reserve University; Martha Risley, Wichita State University; and Faye Z. Ross, Philadelphia College.

Special appreciation goes to Mary Dorn of SUNY, Oneonta, many of whose insightful suggestions have been incorporated into this sixth edition.



To the Student: How to Use This Book

You have no doubt come to a study skills course for several reasons. For one, you probably need to upgrade your textbook reading skills. Two, you may want to improve your note-taking skills to capture the key points your instructors make. And three, you likely want to improve your test-taking skills. If you complete the exercises in this text, you will become a more successful college student—more efficient in reading, note-taking, and taking exams.

How Is This Book Organized?

Before you begin to do the exercises in this text, you need to know how this text is put together. The first part is called “Skills for Beginning Your College Career.” Here, you will learn about the basic survival skills that college students need to know: how to use your college’s counseling services, what your particular learning style is, when and what to study, how much time to devote to your studies, how to cope with stress in college, and other equally important skills. This first part will carefully point your college career in the right direction.

Part Two, “Basic Reading, Listening, and Writing Skills,” is the longest, dealing with the essential reading, listening, and writing skills you will need to practice successfully in college. In this part you will learn several key reasoning skills. You will be shown how to locate the main idea, how to identify and use details, and how to summarize and paraphrase. You will also learn how to read and listen for inferences and how to read graphs, charts, and tables. Throughout this part, you will see how these skills apply to reading, listening, and writing. This is a unique feature of *Integrating College Study Skills*. As the title suggests, you will learn to integrate each study skill into the three activities of reading, listening, and writing. You will also be introduced to material from college subjects. In Chapters 4 to 8 and in Chapters 11 and 12, the set of exercises for each chapter focus on one college subject.

In Part Three, “Taking Lecture, Discussion, and Study Notes,” you will be using the skills learned in the previous part to improve your note-taking skills. You will learn how to condense information and use abbreviations. You will also be introduced to the numeral-letter and Cornell note-taking systems, which will help you organize and remember your lecture, discussion, and study notes. You will also be introduced to laddering and mapping—visual ways of taking notes that are especially helpful when you are studying for exams and you want to organize your study material efficiently.

In Part Four, “Study Skills Systems and Test-Taking Practices,” you will be given guidelines for taking various kinds of tests: objective, essay, and math or science. Most importantly, in this part you will learn about the SQ3R study system, a successful method for learning and remembering what you read in textbooks. Finally, in Part Five, “Applying SQ3R to Textbook Material,” you will use this method and all the previous study practices you have learned to read and understand three textbook excerpts.

How Are the Chapters Organized?

Integrating College Study Skills follows a consistent format throughout. Each chapter is divided into two parts: an introduction to the study skills in question, and exercises that allow you to apply these skills. Follow these steps as you work through each chapter:

1. Read the introductions carefully. The information presented in these sections will give you the necessary skills to complete the exercises.
2. Before you begin an exercise, read the directions carefully. Know what you have to do before you begin.
3. Record your answers in the answer box that accompanies most exercises.
4. After you complete the exercise, check your answers. You will find the answers to most odd-numbered exercises at the end of the text. Your instructor will provide the answers to the even-numbered exercises. You will also need to consult your instructor for the correct answers to all exercises involving paragraph writing and to many short answer questions. Finally, your instructor will provide all of the answers for the examinations that follow the study readings in Part Five.
5. Follow the directions for scoring each exercise. Compare your score with that printed directly underneath it. This percentage is the acceptable score, one that shows mastery of the material. If you score below the acceptable one, check your errors to see what went wrong. You may want to ask your instructor for help.
6. Chapters 4 to 8 and Chapters 11 and 12 have special “Skills Practice Topics,” with readings, previews, and follow-up questions and exercises in seven different academic subjects:
 - Chapter 4—Environmental Studies
 - Chapter 5—Business
 - Chapter 6—Sociology
 - Chapter 7—Religion
 - Chapter 8—Music History
 - Chapter 11—Marketing and Consumer Behavior
 - Chapter 12—Early Childhood Development

Internet Activities

Complete the Internet activities, found at the end of each chapter. These exercises will help you to develop your computer research abilities as you learn more about a college discipline or study skills. The Internet activities are identified by the icon on the left.

This text contains URLs that were current at the time of printing. If you have difficulty reaching any of the sites mentioned in this text, you may use a search engine such as Yahoo or Alta Vista to look up the new addresses for these sites. You may also find some updates at the Wadsworth College Success Web site at <http://success.wadsworth.com>.

When You Finish the Text

When you have finished *Integrating College Study Skills*, Sixth Edition, you will likely be ready for the demands of college work. You will be able to read textbooks better, take accurate lecture, discussion, and study notes, effectively use test-taking skills, write organized paragraphs and essays explaining what you have learned, and use the Internet as a research tool. Most importantly, when you have completed this text, you will be able to use the same reasoning skills in your college reading, listening, and writing. Rather than completing each assignment in isolation, you will be able to see your work in college as an integrated reasoning activity.



Contents in Brief

Part One Skills for Beginning Your College Career

1

- Chapter 1 Getting to Know Your College 3
Chapter 2 Your Learning Inventory: Your Learning Style, Study Time, and Study Area 14
Chapter 3 Using the Library 38

Part Two Basic Reading, Listening, and Writing Skills

51

- Chapter 4 Locating the Main Idea 53
Skills Practice Topic: Environmental Studies 59
Chapter 5 Locating Major and Minor Details 78
Skills Practice Topic: Business 83
Chapter 6 Identifying Organizational Patterns 103
Skills Practice Topic: Sociology 111
Chapter 7 Summarizing and Paraphrasing 134
Skills Practice Topic: Religion 139
Chapter 8 Reading and Listening for Inferences 152
Skills Practice Topic: Music History 160
Chapter 9 Reading Graphs, Charts, and Tables 177

Part Three Taking Lecture, Discussion, and Study Notes

201

- Chapter 10 Characteristics of Lectures and Discussions 203
Chapter 11 Commonly Used Note-Taking Techniques: Numeral-Letter, Indenting, and Cornell 215
Skills Practice Topic: Marketing and Consumer Behavior 226
Chapter 12 Visual Note-Taking Techniques: Laddering and Mapping 243
Skills Practice Topic: Early Childhood Development 251

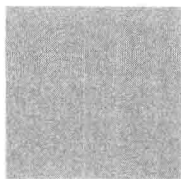
Part Four Study Skills Systems and Test-Taking Practices

259

- Chapter 13 Memory Aids 261
Chapter 14 The SQ3R Study System 274
Chapter 15 Suggestions for Taking Objective Tests 297
Chapter 16 Suggestions for Taking Essay Exams and Math or Science Tests 315

Part Five Applying SQ3R to Textbook Material

335



Contents

Preface xv

To the Student: How to Use This Book xvii

Part One Skills for Beginning Your College Career

1

Chapter 1 Getting to Know Your College 3

College Catalog and Schedule of Classes 3

Counseling Services 4

Financial Aid 5

Job Placement Office 6

Orientation Activities 6

The First Class Meeting 6

Interacting with Your Professor 8

Class Materials 8

Making Class Contacts 8

Tutoring Services and Computer Labs 9

The Students You Will Meet 9

Summary 9

Skills Practice 10

Exercise 1.1 Checklist of Activities to Complete 10

Exercise 1.2 Setting Goals for the Semester 11

Exercise 1.3 Setting Goals for an Incoming College Student 12

Follow-up on Chapter 1 12

Internet Activities 13

Chapter 2 Your Learning Inventory: Your Learning Style, Study Time, and Study Area 14

Getting Motivated 15

Setting Up a Schedule 15

Your Particular Learning Style 20

Setting Up a Course Priority List 22

Making the Best Use of Your Study Time 23

How to Cope with Stress at School 26

Setting Up Your Study Area 27

Summary 27

Skills Practice 28

Exercise 2.1 Setting Up a Schedule of Nonschool Activities 28

Exercise 2.2 Setting Up a Schedule of School Activities 29

<i>Exercise 2.3</i>	<i>Setting Up Weekly Schedules</i>	29
<i>Exercise 2.4</i>	<i>Setting Up Daily Schedules</i>	31
<i>Exercise 2.5</i>	<i>Making a Calendar for Long-Term Projects</i>	31
<i>Exercise 2.6</i>	<i>Assessing Your Learning Style</i>	31
<i>Exercise 2.7</i>	<i>Setting Up Course Priorities</i>	34
<i>Exercise 2.8</i>	<i>Assessing Your Time Management and Your Study Area</i>	35
<i>Exercise 2.9</i>	<i>Analyzing a Student Learning and Study Profile</i>	36
	Follow-up on Chapter 2	36
	Internet Activities	37

Chapter 3 Using the Library 38

	The Main Sections of a Library	38
	Types of Materials You Will Find in a Library	39
	How Library Books Are Classified	40
	Computers in Libraries	42
	The Research Project	43
	Summary	47
	<i>Skills Practice</i>	47
	<i>Exercise 3.1 Using the Library to Locate Sources</i>	47
	Follow-up on Chapter 3	48
	Internet Activities	49

Part Two Basic Reading, Listening, and Writing Skills

51

Chapter 4 Locating the Main Idea 53

	Understanding the Role of Main Ideas	53
	Seeing and Hearing Main Ideas	55
	Inferring Main Ideas	57
	Applying Main-Idea Rules to Writing	58
	Summary	58
	<i>Skills Practice Topic: Environmental Studies</i>	59
	<i>Exercise 4.1 Determining Stated or Implied Main Ideas</i>	59
	<i>Exercise 4.2 Determining Topics and Main Ideas</i>	60
	<i>Exercise 4.3 Determining More Topics and Main Ideas</i>	65
	<i>Exercise 4.4 Determining the Main Idea in a Longer Passage</i>	67
	<i>Exercise 4.5 Determining the Main Idea in a Second Longer Passage</i>	69
	<i>Exercise 4.6 Writing Your Own Paragraph from Main Ideas</i>	71
	<i>Exercise 4.7 Determining the Main Ideas in a Textbook Excerpt</i>	72
	Follow-up on Chapter 4	76
	Internet Activities	77

Chapter 5 Locating Major and Minor Details 78

	Major Details	78
	Minor Details	82
	Summary	83

Skills Practice Topic: Business 83

- Exercise 5.1* Locating Major Details 84
- Exercise 5.2* Identifying Types of Major Details 86
- Exercise 5.3* Identifying Main Ideas, Major Details, and Minor Details 88
- Exercise 5.4* Writing Effective Topic Sentences 90
- Exercise 5.5* Locating Major and Minor Details in a Longer Passage 91
- Exercise 5.6* Locating Major and Minor Details in Another Longer Passage 93
- Exercise 5.7* Writing Your Own Paragraph from Main Ideas, Major Details, and Minor Details 95
- Exercise 5.8* Determining Main Ideas and Major Details in a Text Excerpt 96
- Follow-up on Chapter 5 101
- Internet Activities 101

Chapter 6 Identifying Organizational Patterns 103

- The Cause–Effect Pattern 103
- The Problem–Solution Pattern 104
- The Definition Pattern 105
- The Sequence-of-Events Pattern 106
- The Spatial–Geographic Pattern 107
- The Thesis–Support Pattern 107
- The Comparison–Contrast Pattern 108
- The Descriptive Pattern 110
- Summary 110

Skills Practice Topic: Sociology 111

- Exercise 6.1* Identifying Thesis Statements 111
- Exercise 6.2* Locating Steps in an Argument 113
- Exercise 6.3* Understanding Definitions 115
- Exercise 6.4* Identifying Comparisons and Contrasts 117
- Exercise 6.5* Identifying Organizational Patterns 120
- Exercise 6.6* Identifying More Organizational Patterns 122
- Exercise 6.7* Recognizing Organizational Patterns in a Longer Passage 124
- Exercise 6.8* Writing an Effective Paragraph Using Organizational Patterns 126
- Exercise 6.9* Determining Main Ideas, Major Details, and Organizational Patterns in a Text Excerpt 127
- Follow-up on Chapter 6 132
- Internet Activities 133

Chapter 7 Summarizing and Paraphrasing 134

- How to Summarize 135
- How to Paraphrase 137
- Summary 138

Skills Practice Topic: Religion 139

- Exercise 7.1* Summarizing an Excerpt 140
- Exercise 7.2* Summarizing a Second Excerpt 141
- Exercise 7.3* Summarizing a Third Excerpt 142

<i>Exercise 7.4</i>	<i>Paraphrasing Sentences in Paragraphs</i>	143
<i>Exercise 7.5</i>	<i>More Paraphrasing of Sentences in Paragraphs</i>	144
<i>Exercise 7.6</i>	<i>Using Paraphrasing and Summarizing Skills in a Longer Passage</i>	144
<i>Exercise 7.7</i>	<i>Writing a Paragraph Using Summarizing and Paraphrasing Skills</i>	146
<i>Exercise 7.8</i>	<i>Using Summarizing and Paraphrasing Skills on a Textbook Excerpt</i>	147
	Follow-up on Chapter 7	150
	Internet Activities	151

Chapter 8 Reading and Listening for Inferences 152

Terms of Qualification	153
Word Choice	155
Figurative Language	155
Drawing Conclusions from Details You Read or Hear	156
Summary	159

Skills Practice Topic: Music History 160

<i>Exercise 8.1</i>	<i>Making Inferences from Details</i>	160
<i>Exercise 8.2</i>	<i>Locating and Analyzing Terms of Qualification</i>	161
<i>Exercise 8.3</i>	<i>Commenting on Word Choice in Sentences</i>	163
<i>Exercise 8.4</i>	<i>Making Inferences from Figurative Language</i>	164
<i>Exercise 8.5</i>	<i>Drawing Conclusions from Excerpts of Description and Action</i>	165
<i>Exercise 8.6</i>	<i>Identifying Facts and Opinions</i>	166
<i>Exercise 8.7</i>	<i>Making Inferences in a Longer Passage</i>	167
<i>Exercise 8.8</i>	<i>Writing Your Own Paragraph Using Main Ideas and Major Details</i>	170
<i>Exercise 8.9</i>	<i>Determining Main Ideas and Major Details and Making Inferences from a Textbook Excerpt</i>	170
	Follow-up on Chapter 8	175
	Internet Activities	176

Chapter 9 Reading Graphs, Charts, and Tables 177

Circle Graphs	177
Bar Graphs	178
Line Graphs	180
Charts	182
Tables	183
Summary	185

Skills Practice 186

<i>Exercise 9.1</i>	<i>Reading Graphs, Charts, and Tables</i>	186
<i>Exercise 9.2</i>	<i>Reading More Graphs and Tables</i>	189
<i>Exercise 9.3</i>	<i>Writing a Paragraph with a Main Idea and Supporting Details from Information in a Table</i>	191
<i>Exercise 9.4</i>	<i>Determining Main Ideas and Major Details and Interpreting Charts and Tables in a Text Excerpt</i>	192

Follow-up on Chapter 9	198
Internet Activities	198

Part Three Taking Lecture, Discussion, and Study Notes 201

Chapter 10	Characteristics of Lectures and Discussions	203
	The Speaker at a Lecture	203
	The Speaker or Speakers in a Discussion	205
	The Speaker or Speakers in Small Group Discussions	205
	The Subject of the Lecture or Discussion	206
	Student Obligations	208
	Summary	208
	<i>Skills Practice</i>	<i>209</i>
	<i>Exercise 10.1</i> Inventorying a Lecture	<i>209</i>
	<i>Exercise 10.2</i> Inventorying a Discussion	<i>210</i>
	<i>Exercise 10.3</i> Inventorying a Small Group Discussion	<i>212</i>
	<i>Exercise 10.4</i> Inventorying Your Notes	<i>212</i>
	Follow-up on Chapter 10	213
	Internet Activities	214
Chapter 11	Commonly Used Note-Taking Techniques: Numeral–Letter, Indenting, and Cornell	215
	Numeral–Letter Format	215
	Indenting Format	217
	The Cornell Note-Taking System	217
	Taking Notes in Mathematics and Math-Related Courses	218
	Note-Taking Tips	219
	Condensing Information	221
	Using Abbreviations	222
	Summary	225
	<i>Skills Practice Topic: Marketing and Consumer Behavior</i>	<i>226</i>
	<i>Exercise 11.1</i> Condensing Sentences from a Lecture	<i>226</i>
	<i>Exercise 11.2</i> More Condensing of Sentences from a Lecture	<i>228</i>
	<i>Exercise 11.3</i> Using Note-Taking Techniques on Short Lecture Passages	<i>229</i>
	<i>Exercise 11.4</i> Using Note-Taking Techniques on More Short Lecture Passages	<i>232</i>
	<i>Exercise 11.5</i> Writing Abbreviations from Memory	<i>234</i>
	<i>Exercise 11.6</i> Making Your Own Abbreviations	<i>235</i>
	<i>Exercise 11.7</i> Reading and Writing Abbreviations in Sentences	<i>236</i>
	<i>Exercise 11.8</i> Outlining Lecture Excerpts and Using Abbreviations	<i>238</i>
	<i>Exercise 11.9</i> Taking Notes on a Longer Lecture Passage and Using Abbreviations	<i>239</i>
	<i>Exercise 11.10</i> Using Lecture Notes to Answer an Essay Question	<i>241</i>
	Follow-up on Chapter 11	241
	Internet Activities	242

Chapter 12 Visual Note-Taking Techniques: Laddering and Mapping 243

What Is Laddering? 243

What Is Mapping? 245

Summary 251

Skills Practice Topic: Early Childhood Development 251

Exercise 12.1 Mapping Statements from Lectures 251

Exercise 12.2 Applying Laddering and Cornell to a Lecture Passage 253

Exercise 12.3 Mapping a Longer Lecture Excerpt 255

Exercise 12.4 Writing a Paragraph from a Study Map 256

Follow-up on Chapter 12 257

Internet Activities 257

Part Four Study Skills Systems and Test-Taking Practices 259

Chapter 13 Memory Aids 261

How Does Memory Work? 261

Concentration Tips 263

Memory Tips 264

Summary 266

Skills Practice 267

Exercise 13.1 Applying Memory Aids to Study Material 267

Exercise 13.2 Self-Evaluation: Applying Memory Tips and Theory to Your Studies 268

Exercise 13.3 Applying Memory Tips and Theory to a Textbook Excerpt 270

Follow-up on Chapter 13 272

Internet Activities 272

Chapter 14 The SQ3R Study System 274

Survey 274

Question 276

Read 277

Recite 280

Review 283

Summary 284

Skills Practice 284

Exercise 14.1 Underlining from Textbook Excerpts 284

Exercise 14.2 More Underlining from Textbook Excerpts 286

Exercise 14.3 Using the SQ3R System on a Textbook Excerpt 288

Exercise 14.4 Writing a Paragraph Using SQ3R 295

Follow-up on Chapter 14 295

Internet Activities 296

Chapter 15 Suggestions for Taking Objective Tests 297

What Are Objective Tests? 297

How Do You Prepare for Objective Tests? 298

	How to Answer Multiple-Choice Questions	302
	How to Answer True–False Questions	305
	How to Answer Matching Questions	306
	How to Take Objective Tests	307
	Summary	308
	<i>Skills Practice</i>	309
	<i>Exercise 15.1 Answering Multiple-Choice Questions</i>	309
	<i>Exercise 15.2 Answering True–False Questions</i>	311
	<i>Exercise 15.3 Answering Matching Questions</i>	312
	Follow-up on Chapter 15	313
	Internet Activities	314
Chapter 16	Suggestions for Taking Essay Exams and Math or Science Tests	315
	How to Prepare for an Essay Exam	315
	How to Read an Essay Question	317
	Kinds of Essay Questions	321
	How to Prepare for a Math or Science Test	325
	How to Take a Math or Science Test	327
	Hints to Use in Solving Math or Science Problems	328
	Hints for Taking Math, Science, or Essay Tests	328
	Summary	329
	<i>Skills Practice</i>	330
	<i>Exercise 16.1 Answering Short-Essay Questions</i>	330
	<i>Exercise 16.2 Answering Problem-Solving Questions</i>	331
	Follow-up on Chapter 16	333
	Internet Activities	333

Part Five Applying SQ3R to Textbook Material

335

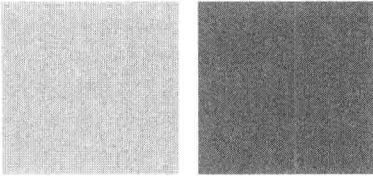
Study Reading 1	Weather and Climate: A Brief Introduction	337
Study Reading 2	Atoms and Molecules	346
Study Reading 3	From “What Is Anthropology?”	355
	Answer Key	365
	Index	389

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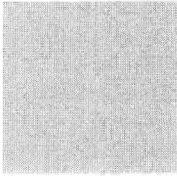
Skills for Beginning Your College Career

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Part ONE

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In this part of the book, you will become acquainted with the services that your college provides. You will complete schedules for your short- and long-term projects, you will analyze your own learning style, you will learn how to manage your study area, and you will become familiar with the services found in your college library. This information and these skills provide a necessary foundation for your college career.

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Chapter 1 **Getting to Know Your College**

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Chapter 2 **Your Learning Inventory: Your Learning
Style, Study Time, and Study Area**

Chapter 3 **Using the Library**

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